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John Bull's other island

In the paranoid imaginings of the left Northern Ireland is sometimes regarded as a testing ground for policies that may still be unacceptable in Britain. Although this view is naively extreme and the analogy unfairly far-fetched, the Government's proposal to revoke the present charter of the New University of Ulster at Coleraine and to create a new university based on NUU, its Magee satellite in Derry, and the Ulster Polytechnic on the northern outskirts of Belfast cannot be regarded as a local issue. For those who interpret this plan as an effective decision to take Coleraine out of the university sector, the closure of a university in however oblique a form is bound to send a chill through a beleaguered university system. For those who are prepared to give the Government the benefit of the doubt, this proposal to create a new kind of university with many sub-degree courses and a growing commitment to continuing education sets a radical precedent which may help to shake loose our present far-too-rigid binary policy in England and Wales.

It is difficult to criticize the Government's intentions but all too easy to feel profound scepticism about the eventual outcome of its plan. It was right to reject the cramped conclusion of the Chilver report that NUU should become in effect a centre of continuing education and other modernist E-style development. Not only would such a plan have reduced Coleraine to a subordinate and even marginal position in relation to the rest of Northern Irish higher education (just as Coleraine's foundation undermined the future of Magee), but the prospects for progressive but peripheral development in a higher education system caught in a process of enforced retrenchment are very slight. If the conclusion is reached that Coleraine is not working as a university - a conclusion that is by no means inevitable on its record - then it is extremely difficult to see how it can work better as a sub-university.

Although the Government was right to reject Chilver, its own plan may turn out to be very little different in its final outcome. First, it is clear that its proposal would involve a similar down-grading of the status of NUU. Under the new arrangement Queen's would provide traditional university education in Northern Ireland with the new institution providing the rest. So although it is possible that under these new conditions Coleraine might be able to hang onto its conventional undergraduate courses and to maintain its research commitment, neither seems very likely.

Secondly, as the Chilver report points out, the centre of gravity of any merged institution will almost certainly be in Belfast (Ulster Polytechnic) with a secondary centre in Derry (Magee) and Coleraine in an uncomfortable third place. Not only are the polytechnic's present practices far closer to the mission suggested for the new university but its position close to a major centre of population means that it is far better equipped to undertake less conventional and less traditional forms of higher education than a purpose-built green-fields campus university a mile or so outside a small market town.

Of course, Coleraine is well equipped and sited for in-service courses for teachers and other short residential courses and of course for "distance learning". But it is difficult to see such activities growing to a point where they can sustain even a much shrunk NUU. As for more conventional courses, Coleraine can fare no better, and maybe worse, within a merged institution than as a free-standing university. In the end the Government's proposal can soften but not deflect the blow.

The whole exercise - Chilver and the Government's alternative plan - is a demonstration of the simple fact that if the wrong question is asked no satisfactory answer can be found however well intentioned and well informed the participants in the exer-

cise may be. The starting point, that Northern Ireland has too much higher education and that this over-supply must be seen against a background of a more contestable over-supply of higher education in the United Kingdom as a whole, poisoned the whole exercise. So it is not surprising that all that what we are offered is decline with passivity and pessimism (Chilver) or with a human face (the Government's alternative).

The idea that the merged institution may act as a path-finder in higher education, as the first trans-binary or comprehensive university, is instinctively attractive. But it is balanced by the rather more sober idea that in the present public expenditure climate mergers are all too frequently a prelude to rationalization, that over-worked euphemism for a sad retreat from diversity and for contraction. Both are perhaps wide of the mark. What is proposed is a Northern Irish solution to a Northern Irish problem.

A fair trial for NAB

The first meetings of the National Advisory Board (NAB) were bound to be edgy. It was only with great difficulty that the polytechnic directors and college principals were persuaded to send representatives to a body which they believed to be dominated by the local authority interest. Their instinctive hostility to a body which represented such a substantial retreat from the Government's original plan to establish a college and polytechnic sector effectively free from local authority control was not reduced by the fact that it was to be presided over by an Oxford head of house. The favourite conspiracy theory oscillated between views of the new National Advisory Board as a Mayor Daley-style stitch-up by the local authorities to an Oxford plot to tame the binary policy. The Council for National Academic Awards shared some of these doubts about the value of the new arrangements, although for more severely academic reasons.

For the present this campaign of opposition has been unsuccessful. The National Advisory Board is the only national body the polytechnics and colleges are going to get for the foreseeable future. For this reason if for no other, it should be given a fair trial. But a fair trial will be impossible if a minority of the members of the board behaves as an unreconciled and unrepresentative opposition. There are already some worrying signs that this may be beginning to happen. At last week's meeting an exceptionally long time was spent on the minutes

of the previous meeting, always an ominous sign, and the drift of much of the discussion about the chairman's appointments to the chairmanships of the board's working groups seemed to be to a position that such appointments should be made on "political" as much as academic grounds.

It is in no one's interests that this inept politicization of the operation of the National Advisory Board should be tolerated. The issues which the board and the whole of the non-university sector will have to face over the next two or three years are grave enough already without the extra complication of having to be considered all the time in the dichotomous context of loyalty to or secession from local government.

If this process is not checked before it has become institutionalized, the consequences will be damaging to both sides in this semi-constitutional dispute. The most likely result would be that the board itself would become an ineffective forum for decision taking and the real power would come to lie with the executive officers or drift upwards to the committee or the Department of Education and Science. Another almost inevitable result would be that the board's too limited capacity of the academic decisions would be eroded rather than enhanced by a continuing obsession with the larger constitutional question.

Of course, this does not mean that there should be a moratorium on

debate about the future government of the polytechnics and colleges, let alone a ceasefire on the local authorities' terms. Dr Birrell's suggestions for the reform of the National Advisory Board (page 11) are an important contribution to that very important debate (although we have more sympathy for his detailed recommendations than for the context that informs them). But it is important to keep the two strands of policy separate. The detailed operation of the board is not the proper context for this wider debate about the future of the polytechnics and colleges.

Nor is it a body to which an institutionalized opposition can make much contribution. The board has a very important and difficult job ahead to steer the non-university sector through the cuts with as little long-term damage as possible. As a collective striving for consensus it has a far better chance of succeeding than as a cockpit of factions. It would be very sad if the understanding and disappointment felt by those who had hoped for a fundamental change in the constitutional arrangements governing colleges and polytechnics were to spill over into the detailed decisions that the new board must take. The local authority representatives and the executive officers should recognize the justifiable sensitivity of the director and principal representatives; in return the latter should rein in their *ultras* and be guided by the majority moderate opinion represented by Dr Birrell.

Laurie Taylor



Dear Mr and Mrs Dobson,
I am writing in connection with your son's application for admission to this department in October year.

I must admit that we, Michael, were something of a "hotter" when we first looked at UCCA in form. He had seen through a very routine at 2 levels, failed to pass in either or modern languages, and was described by his headmaster as "accompanying reference as 'a from the neck up'".

More from a wish to see an obvious slump than from any thought of admitting him, we decided to give him an interview as you will probably know, place last Wednesday.

"Disaster" is putting it mildly; only did the dumb clock go: wrong college and end up by nearly an hour late, but he plainly forgot the subject wished to pursue. And would believe it, when we asked him he wanted to come to this what he just started back in that way which you and Mrs Dobson must know so well and said "university?" Would you credit?

So, as you will understand, no difficulty whatever in doing that your son's application is a veritable dog's-bow-wow. One of *ripens* where you really can't box with enthusiasm.

However, in the final process, the UCCA application we observe that Mr Dobson's occupation was described as company director and noted that your home address was given as "The Laurels", Surrey. This suggests that you may be eligible for a new one, which this department has introduced in response to external administrative pressure.

This scheme, which we named the WADHAM scheme, allows the rich parents of school-leavers and non-hoppers to pay admission of their offspring to university by what we call an "active route". There are some curious aspects to this procedure, roughly speaking which amount to put 500 quid's worth of use in an envelope and send it to us the next 24 hours, then we'll put the penniless rings round the box and put a big tick in the *ditional* offer section. All this then needs to do to ensure a university place is to stay alive until October. (Although I must say given the amount of traffic in the and his present state of affairs, this is by no means a foregone conclusion.)

If you do decide to enter your child about all this. Do contact us seriously. After all his handling fault that you've ended up with a complete buffoon for a son, should you have to be permanent in the shade because other people's kids are clever enough to be able to pick up a handful of good A-levels.

Remember our little slogan:
GO WADHAM
AND SADHAM
Yours sincerely,
L. Taylor

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Pay offer to be improved

By David Jobbins

An improved offer may be made to college lecturers next week unless the Department of Education uses its veto.

But union negotiators will be told that the offer would be at the expense of jobs with a calculated 900 extra compulsory redundancies if the 5.5 per cent trend set last week in Scotland were followed.

The employers are clear they meant the 2.5 per cent, rejected on the unions' behalf by the Association of Polytechnic Teachers representative after the rest of the teachers' panel walked out, to be no more than an opening bid.

They hope that the DfES will not block a negotiated settlement and make arbitration certain. They feel that once claims have gone to arbitration they lose control of the negotiations yet have to meet the bill.

The National Association of Teachers in Further and Higher Education which is claiming about 12 million in protest at the 2.5 per cent. Essentially a work-to-rule, the action is said to be supported by 84 per cent of branches reporting to headquarters. With information from 185 of its 800 branches now in, Naffes says that only 29 have decided against taking action.

This week's meeting of the Burnham further education committee was postponed until next Monday after its independent chairman, Sir John Wordie, decided that Naffes's letter requisitioning a meeting within 14 days dated from after Easter rather than before.

'Empty' report backs dual funding

by Paul Flather

University research will continue to be funded on a dual basis through the University Grants Committee and the five research councils if a report now being studied by Government ministers is accepted.

The report by a working party chaired by Sir Alec Morrison, chairman of the Advisory Board for the Research Councils, was considered so "empty" that some people felt it should not be published.

It says: "Our first conclusion is that our task is not to design a radical new structure but to propose ways of adjusting the present structure to accommodate the current economic situation."

The six-member working party was set up two years ago by the UGC and the research councils to review the funding of research and to consider reforms to make "more effective use" of existing and future resources. Members included Sir Rex Richards, former vice-chancellor of Oxford University, and Sir Geoffrey Allen, former chairman of the Science and Engineering Research Council.

The report has gone through several drafts and was rewritten last year to take account of last summer's UGC cuts.

It broadly endorses the current arrangements but comes up with two significant proposals: that all universities set up research committees to ensure research gets its fair share of funds; and that special efforts be made to recruit to ensure the continued vitality of subjects.

It says universities should gradually concentrate their research efforts in key areas, in effect creating centres of excellence. One of the working-party members, Dr Edward Parkes, chairman of the UGC, has already said all universities cannot in future expect to support the same research.

The report urges universities to:

- Strengthen links with industry and commerce
- Form associations with other universities in their region
- Improve collaboration between departments and faculties
- Continue to promote first class research work
- Concentrate research efforts in key areas

Throughout the report, now in the hands of Sir Keith Joseph, Secretary of State for Education, there are clear suggestions that the present system is not working well. It acknowledges the university research base is being undermined. Research councils are already paying expenses which the UGC used to support before recent cuts. It

recommends further study of the problems, but no major reforms.

Recruitment is a major difficulty highlighted in the report. Early retirement policies will mean new vacancies over the next five to ten years. The working party says the UGC and the five research councils must work together to combat this problem.

This difficulty is complicated by surprising statistics in the report on the age distribution of full time university staff in different subject areas. The figures reveal that one in four social studies lecturers are aged between 30 and 34. The peak for the physical sciences comes a decade later, in the 40-44 age range, containing 23 per cent of the 4,000 total. Engineering has a more even distribution, and on in five biology lecturers are aged 35 to 44.

The report will probably be published next month, together with comments from the Secretary of State. It has already been variously described as "well-meaning" and "wily-washy".

There is a scepticism that research committees can actually guarantee UGC funds go to research and not teaching, as is increasingly happening. It is also felt industry will never step in to support the most threatened type of research, long term fundamental work.

Another 1,000 jobs must go, says survey

by Alan Watts

Official estimates of 5,000 university jobs to be lost in four years have underestimated the true figure by more than 1,000, according to a confidential survey undertaken by the Committee of Vice Chancellors and Principals.

This means that one in every seven teaching and research posts will be lost by 1984, with the majority going next year. Figures given last year by the University Grants Committee showed a loss of 5,000 staff from a total of 35,000.

But the CVCP survey reveals a loss of 6,150 posts, 5,000 of which are academic and the remaining 1,150 academic-related. Adding non-academic losses raises the total to 6,850. The survey was based on 45 institutions excluding the London colleges which had difficulties compiling their statistics.

At a seminar in Stirling University organized by the Scottish Association of University Teachers, Professor Sir John Gunn, of Glasgow University, who retired from the UGC last year, said the staff cuts meant an appalling waste of skilled talent and dubious monetary savings.

Describing himself as a rebel on student numbers, he advised universities to present reasoned cases for not complying with reduced student intakes. Demographic reasons suggested a fall in student numbers after 1980, but demography was not the sole guide, said Professor Gunn. There should be more open access, and developments such as part-time education, recurrent education and more mature students must be brought forward in the course of the decade.

"I would feel the Government had been wrong to violate the Robbins principle," he said. "There are veiled threats by ministers and delphic statements by the UGC about funds being clawed back if student targets are exceeded."

"The universities must judge for themselves whether, within a reduced income, they could properly maintain student numbers, with a consequent lowering of the unit of resource, without the danger of unacceptable damage to the quality of teaching or the opportunities for research."

The Principal of Stirling University, Sir Kenneth Alexander, said the cuts had resulted in long-term educational thinking having to take second place to short-term survival.

"Financial considerations are affecting academic standards in more ways than less money meaning less innovation. One even has cases where the need to earn income has led to quite major shifts in academic standards in terms of the admission of postgraduate students."

The University Grants Committee is to provide nearly £40,000 a year to pay for a re-employment information unit for academics who retire early and want jobs elsewhere.

The unit will be based in Manchester and run by the Committee of Vice-Chancellors and Principals, in association with the Central Services Unit for university and polytechnic careers and appointments services.

"The intention will be to find jobs outside the university system, or overseas university vacancies. It will maintain a register on opportunities and on available staff. It will also provide some counselling for individuals and will begin in September."



Falklands scientists fly home

Half of the British Antarctic Survey team working on South Georgia in the Falkland Islands flew back to England this week with 22 machines who defended the island from its Argentinean invaders.

But another 13 scientists, and two women film-makers, are still on South Georgia, which has a detachment of British Task Force ships leading away from the main fleet and directly for it. The scientists were all in field parties at least 10 miles from Grytviken where the Argentinean troops are based, but were becoming concerned.

A spokesman at the BAS base in Cambridge said: "We are in touch with them through our Antarctic base in the South Orkneys. We haven't yet made arrangements to get them off the island, but we would expect that if a unit of the task force is there it is likely to bring them off."

Advertisements offering insurance have been appearing in newspapers abroad, and letters have been sent to various institutions in Britain and overseas offering insurance schemes, said the council.

Most universities and polytechnics have not yet decided whether to make private health insurance compulsory for all overseas students starting courses this year, and if so whether to provide or arrange insurance themselves.

UKCOSA hopes that all institutions will adopt the same policy and that the student union firm Easbleigh will provide one.

UKCOSA, the Association of University Teachers, and the National Association of Teachers in Further and Higher Education, are to meet BHS officials on April 30, to argue for a change in the October 1 deadline and for a ruling on whether treatment by GPs will continue to be free.

Overseas students who currently receive scholarships from the British Council and from the Overseas De-

continued on page 2

Sir Keith threatens grants cash limit

by David Jobbins

A cash limit may be imposed on student grants if plans for a partial loans system fall through.

Education Secretary Sir Keith Joseph hopes to replace the current grants system with a mixture of loans and smaller grants.

This week he told the Commons education select committee that he favoured limiting the taxpayers' commitment to student support.

The obvious implication is that if one cannot find a better way cash limits may be necessary," he said.

But he confirmed that although this was his personal preference, no Government decision had been taken.

The partial loans scheme faces a double hurdle before it can be implemented. The clearing banks want guarantees of Government money to protect them from defaulters, and

the Treasury, which supported the scheme drawn up by Dr Rhodes Boyson when he was responsible for higher education, will have to be convinced that it will save public funds.

Last week *The Times* revealed that ministers had been forced to rethink the timetable for introducing a scheme, largely because of the practical difficulties but also because legislative time before the next general election is running out.

They are understood to be considering pressing for it to be in the Tory manifesto for the next election.

Legislation would be needed, Sir Keith said, and it was "unimaginable" that students now at university would be affected.

There could not be a loan scheme in operation within the next 18-21 months," he said.

Last year 326,000 students received mandatory awards. The cost is an estimated £550m for 1981/82, and is expected to rise to £580m next year.

Sir Keith told the committee he had no plans to extend means-testing

to fees, but nothing else he said offered the slightest crumb of comfort to Britain's 1.2m students.

Next year grants will rise by 4 per cent, and the threshold for parental contributions will remain the same.

The effect is that the parents of 20,000 students will be expected to pay a contribution for the first time.

Sir Keith admitted he could not be happy at this prospect, but added: "On the other hand many people in the country are being squeezed and there is no self-evident reason why university students and their parents should be regarded as immune."

He said that not all parents paid their contributions in full and pointed out that it was open to students to "take what action is available to them" to minimize the gap between the grants increase and inflation.

They could find part-time work "although I do not pretend it is as easy as it was," take out loans, or bridge the gap by "sitting," he said.

And he rejected a suggestion from Conservative MP Mr Patrick Cro-

mack that students should be treated with the same understanding extended to the nurses. "I am not sure the Government would accept students should be equated with nurses. Of course we need students - it is an honourable condition - but it has never been convincing to me that the hard-pressed taxpayer should bear the whole cost of people on their way to higher earnings than they."

Under secretary for higher education Mr William Waldegrave denied that the Government's policy amounted to the persecution of students. The level of support for students outside London was now "broadly comparable" with what had been ten years ago and was better for students in the capital.

There was no evidence that students were giving up their courses because they found it impossible to carry on.

Sir Keith told the committee he hoped to make a final decision on the proposed 16-plus examination "within a year from now."

Liverpool spreads the burden

by Ngaito Crequer

Liverpool University will use all 1984/85 in an academic sense based on natural wastage and retirement.

It proposes to shed 143 academic posts (out of 850 full-time staff) and 150 non-academic (out of 1,200) by extending the normal 12-month period, to avoid enforced redundancies.

The university's income from grants and fees will fall by 12 per cent in the next three years, making a total of £5m compared to 1980/81.

Liverpool will also allow a reduction of its staff student ratio from 1:8.5 to 1:9.5 and has proposed a number of departmental changes which follow the recommendations from the University Grants Committee.

It proposes the closure of the departments of Italian and linguistic and some changes in the teaching of modern languages. It wants many of the departments of modern and medieval history, merger of the departments of English language and English literature, and the closing of a new school of ancient studies taking in Latin, Greek, modern archaeology, ancient history and classical archaeology and Oriental studies.

In science it proposes to merge departments of organic and inorganic chemistry, to merge physical and industrial chemistry and to ensure co-operation between the department of building engineering and school of architecture. It is proposed to merge the departments of husbandry and veterinary pre-clinical medicine (incorporating the department of avian medicine).

A working party has also been set up to examine a new faculty of education, extramural and studies from a merger of the department of education, the board of studies and the institute of educational studies.

Professor Robert Whelan, the chancellor, said: "We are very fortunate that through various benefactions and gifts over the last few years we have acquired some reserves. These will enable us to spread the required savings over a longer period than would otherwise be possible on University Grants Committee funds."

Historians decline to fall

by Karen Gold

A historian's pressure group is contacting heads of university history departments warning them of the decline and fall of history as a university subject.

The History at the Universities Defence Group was formed at a recent University of Birmingham conference, and has now been given official support by the Historical Association.

Its aims are to maintain history teaching and research in universities, to monitor spending cuts, and to publicize their efforts to bodies such as the University Grants Committee.

Following early retirements, voluntary redundancy and non-replacement, some departments are being reduced at random in a way that is "incredible," according to the Historical Association's outgoing President, Professor Ralph Davis.

Professor Davis, also a member of the defence group's steering committee, claims that in one university but one of the "late-modernist" specialists have left.

"That period is the most popular one in all history departments," he said. "If all the other late modernists have moved off, that department is only going to be teaching medieval history."

Specialist departments such as Indian, Japanese and some African history departments, and in particular specialist libraries, were being left without their experts, he said.

Their research and special collections were no longer kept up to date, while in other universities specialists in the same fields had remained in their jobs without the advantage of those resources.

No one knows how individual subjects and departments have suffered, according to Professor Davis, hence the survey of department heads.

Department heads must continue to sponsor directly a wide range of scientific research, but it believes this must be complemented by SSRC and university sponsored research.

The TUC believes work in areas such as industry, social services and health, and economic and international policy, cannot be left to the "ultimate customer" along the lines of the customer-contractor principle.

"This in no sense guarantees that the areas researched will be those that need research the most," says the TUC, adding that they would also not be regarded as sufficiently independent by all those who need to make use of them.

Lord Rothschild is completing work on the typescript of his report before sending it to Sir Keith Joseph, the Secretary of State for Education. It will contain 11 chapters, including two mainly of evidence.

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Principals accused of too much management

by Olga Wojtas
Scottish Correspondent

The Scottish university principals have become too involved in their role as managers at the expense of their responsibilities as leaders of the academic community, it was claimed at a weekend conference of the Association of University Teachers (Scotland).

Dr Ron Emanuel, a national executive member of the AUT, called on the principals to announce that they would not sack any staff but work with them to find alternative ways of coping with the cuts.

Criticizing Aberdeen and Dundee Universities for their redundancy plans, Dr Emanuel said: "Universities are their staff. But certain principals and courts have made it clear that they are so much disposable deck rubbish which can be thrown overboard when the going gets rough."

But Dr Gordon Wilson MP, chairman of the Scottish National Party, who organized a meeting between MPs and the Scottish Principals after the cuts, said the AUT could be faulted on its main aim to safeguard jobs which would find little sympathy with the community.

"There has no impact on a community facing massive redundancies which will oppose the very notion that an elitist group can be safeguarded," he told the conference at Stirling University.

Dr Wilson criticized the principals for showing that they were disinterested in the Westminster meeting, and for asking for more time for the cuts. "If they had said they weren't going to wear these cuts they would have created a campaign which would have softened up the Government."

The arguments which now had to be used were the principle of open access, and the ultimate expense of

student cuts which would lead to increased unemployment payment and training schemes.

Sir Kenneth Alexander, Stirling's principal agreed that universities were seen as irrelevant and unworldly and were largely to blame for the lack of public interest in their present problems.

Figures from 1980 upheld the view that universities were elitist, showing that one in three middle class children went to university, compared with only one in fifty working class children.

Universities had missed opportunities such as expansion into adult education, and had been nervous about competition from the Open University. "The whole idea of life long education has not been thought about or contributed to greatly by universities."

Although they were essentially a service function, this notion would be regarded as inappropriate by some institutions, Sir Kenneth said.

He condemned the university grants committee for "taking on his shoulders the responsibility of determining the extent to which the Robbins principle applied. They had to translate money into student figures, which is a question too important to a democracy to be taken by a unrepresentative committee. It is a decision for ministers and Parliament, and I think that way one would get a better decision."

But Professor Sir John Gunn, of Glasgow University, who has retired after eight years as a member of the UGC, said decisions could not have been taken differently, and had been based on hard facts, not malice.

Dr Graham Hills, principal of Strathclyde University, said the seminar was discussing irrelevant and superficial matters.

News in brief

Dr Taylor set for London job

Dr William Taylor, director of the Institute of Education, is set to become the next principal of the University of London. His name is to be recommended by the appointing committee, for confirmation by senate on April 28. He will succeed Mr Hamish Stewart, who retires in July 1983.

The principal is the senior administrative officer of the university and, under the new statutes, responsible to the vice chancellor for its financial conduct. He or she is appointed to retiring age. The current tenant has combined the jobs of both principal and clerk of the court but it is not yet known whether this practice will continue. This is likely to be made clear at the time of the senate announcement.

Dinner demo

Student leaders at St Andrews University have attacked their Conservative Association for inviting the South African ambassador as guest speaker at their annual dinner.

"Inviting the ambassador, Mr Marais Steyn, is almost condoning the actions in South Africa, discriminating against people because of their colour and race," student president Mr Peter McWhison said. Next week's dinner is to be picketed by the university's anti-apartheid group.

Falklands seminar

Stirling University is to hold a conference tomorrow on the background to the Falkland Islands crisis. The seminars will cover the historical, political, military and economic background to relations between the United Kingdom and Argentina, and the conference will also be addressed by Mr R G Storey, a member of Lord Shackleton's team which prepared a report on the islands in 1976.

Profit in profit

The Queen's Award for Technological Achievement was conferred this week on City University's profit-making company, City Technology Ltd. The company was set up to promote the manufacture of the university developed oxygen sensor, and it now supplies 15 companies in Britain and overseas.

US memories

A British association for former recipients of Fulbright fellowships and scholarships to the United States has been formed with 400 members. The association hopes to improve Anglo-American relations by publishing occasional material and organising occasional Fulbright scholars in Britain.

Firms to get help on use of biotechnology

The use of biotechnology in industry and government is given a boost with the formation of a new Department of Industry committee.

The interdepartmental Committee on Biotechnology, chaired by government chemist Dr Ron Coleman, was announced by the Minister of State for Information Technology



Dr Steven Long, of Essex University's biology department, celebrates the addition of £54,000 to the value of research grants attracted by work on photosynthesis carried out with Dr Neil Baker. The grant from British Petroleum has brought the total to £120,000.

Visitors from all over the world have examined the techniques being used at Essex, which allow scientists to study the various stages of photosynthesis within living plants, rather than relying on test-tube studies of separate parts of the process.

APT angry at ILEA rejection

Leaders of the Association of Polytechnic Lecturers are angered by a brusque rejection of their recognition claim by the Inner London Education Authority.

The association revived its demand for recognition by the ILEA after it was given a seat on the Burnham further education committee by Sir Keith Joseph, Secretary of State for Education.

But this week Mr Neil Fletcher, chairman of the ILEA's further and higher education subcommittee, told union leaders in London: "The ILEA has no intention of recognizing the APT either now or in the future."

Rejecting both formal and informal meetings as useless, Mr Fletcher said: "I do not believe any benefit would be served by granting recognition to the APT, and I would advise any members of staff contemplating joining your organization seriously to consider whether their interests can be protected or represented in any significant way by membership of

such a misbegotten and unrepresentative association as yours."

Mr Fletcher's response was dismissed by the chairman of the London APT joint committee, Mr Gwyn Jones, as inflexible, authoritarian and undemocratic.

The APT claims de facto recognition because the ILEA's representative on the management panel of the Burnham FE committee remained to negotiate when the other unions walked out in protest at the presence of the APT national secretary, Dr Tony Pointon.

But Mr Fletcher said: "I cannot prevent you drawing whatever conclusions you wish - but would attribute motives of cooperation or sympathy to the ILEA representative on that committee."

The ILEA is not directly represented on Burnham FE, but forms part of the Association of Metropolitan Authorities delegation. The ILEA said that the fact their representative had stayed behind did not imply recognition.

Research now pay later, says SERC

by Paul Flather

Postgraduate students promoted to new research posts should not be given the full financial rewards until they have completed their PhD theses, according to the Science and Engineering Research Council.

Its new discussion document on "good supervisory practice" with a 13-point check list, is being sent to academic institutions for comment.

It forms the latest step in the SERC's attempts to improve completion rates, after a survey in 1980 revealed that more than 50 per cent of students had not completed six years after starting work.

It comes just two weeks after the publication of a Government report on postgraduate training by a working party chaired by Sir Peter Swinerton-Dyer, master of St Catherine's College, Cambridge. This called for tough sanctions on low submission rates.

The SERC is already following two of the report's main recommendations: publishing annual surveys of completion rates in its bulletins; and asking for departments to be more realistic on the chances of students completing work.

Professor John Kingman, the SERC chairman, has also made clear the council is ready to follow the list of graded sanctions put forward in the Government report, taking account of low submission rates and withdrawing awards if departments still fail to improve very low rates.

"According to Professor Kingman, the SERC needs to do everything it can to improve the quality of supervision, to improve low completion rates, and to improve low completion rates."

The discussion document says failure to complete in three to four years means a student is deficient in an important part of his or her training, writing up reports, and is also letting down the research councils, which are publicly accountable.

The document, produced by a group under Sir Derman Christopherson, master of Magdalene College, Cambridge, says time is the enemy, and blames a slow start, the search for perfection, and inadequate collection of data for late submissions.

"Research Student and Supervisor, a Discussion Document on Good Supervisory Practice, from the Science and Engineering Research Council, Polaris House, North Star Avenue, Swindon SN2 1ET.

and Industry Mr Kenneth Baker, this week.

The committee includes representatives of the Department of the Environment, the Medical Research Council, the Department of Health and Social Security, and the Science and Engineering Research Council.

It hopes to encourage small firms to develop new products and processes based on academic research, partly by mounting special projects to demonstrate different techniques.

Collaboration between firms and research groups, and between countries, will be encouraged, with the committee acting as a clearing house for ideas and proposals.

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Miscellaneous

AMERICAN INSTITUTE FOR FOREIGN STUDY
RESIDENT DEAN OF STUDENTS
 Duties include supervising a student residence in Kensington and organising social programmes for visiting American undergraduates. Pastoral skills and flexibility essential. Salary £4,000 p.a. plus accommodation and meals, 6 weeks holiday.
 Deadline for applications 14 May. Interviews will be held on Thursday 27 May.
 For further information contact J. C. Gillis, AIFS, 37 Queens Gate, London SW7 5HR. Tel: 01-881 2733.

Holidays and Accommodation

CHEAP HOLIDAYS 1983
 UK, Europe, USA, Africa, etc.
 1. Home No. 5000 (weekend)
 2. Letting of 5000 (weekend)
 3. Home Holiday Home to 1500 (weekend)
 4. Home Holiday Home to 1500 (weekend)
 5. Home Holiday Home to 1500 (weekend)
 6. Home Holiday Home to 1500 (weekend)
 7. Home Holiday Home to 1500 (weekend)
 8. Home Holiday Home to 1500 (weekend)
 9. Home Holiday Home to 1500 (weekend)
 10. Home Holiday Home to 1500 (weekend)

SEX DISCRIMINATION ACT, 1975
 No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless:
 1. The job is for the purpose of a private household or
 2. It is a business employing fewer than six persons or
 3. It is otherwise exempted from the requirements of the Sex Discrimination Act.
 A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.
 In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale of letting of property.
 It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Research & Studentships

WALES UNIVERSITY OF SWANSEA
THE MEDICAL RESEARCH COUNCIL
CHAIR OF EXPERIMENTAL MEDICINE AND DIRECTORSHIP MRC PNEUMONICOLOGICAL UNIT
 Applications are invited for the above newly-established post. The holder will be responsible for the unit's research, teaching and clinical work. The unit is based at the Singleton Hospital, Swansea. The post is full-time and requires a high level of professional responsibility. The post will be held by the M.R.C. Unit.

General Vacancies

The College provides a wide range of management and development training for civil servants at all management levels. The Training Resources Group, at Sunningdale, Berkshire, is a specialist unit within the College with the dual functions firstly of creating and running courses for those involved in the training function itself; and secondly of fostering the development of educational technology in the College and in government service generally.
 A new post is now being created within the group for an expert in computer assisted learning (CAL) to initiate and enhance computer applications in this context, and to gain acceptance for these innovative concepts against a background of established attitudes and methods. The post itself will involve elements of consultancy, course design and development, and lecturing. Candidates (normally aged at least 28) must therefore have skills and experience appropriate to these elements.
 Starting salary within the range £9,230-£11,285 according to qualifications and experience. Salary under review.
 For further information and an application form (to be returned by 18 May, 1982) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1UB, or telephone Basingstoke (0256) 85551 (answering service operates outside office hours). Please quote ref: G/676/2.

Computers in Training & Education Lecturer
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CIVIL SERVICE COLLEGE

FURTHER CLASSIFIED APPOINTMENTS appear on pages 26-33



The body politic: President Reagan in Barbados with his wife Nancy and a fellow guest of actress Claudette Colbert.

Reagan defends his cuts in student grants

by our North American editor

WASHINGTON
President Reagan, responding to widespread criticism of his proposed cuts in grants and loans to students next year, took the unusual step of making student loans the main topic last week in the second of his new series of radio broadcasts to the American people.

Speaking from Barbados, where he was touring the Caribbean, Mr Reagan said that the public had been misled by hostile reaction to his plan to reduce spending on student financial aid. He claimed that 4.5 million students would receive guaranteed student loans next year, a 22 per cent increase over the current year. He added: "We haven't cut loans. We've cut the cost to taxpayers of making those loans available. Surely no one can quarrel with the reduction in administrative costs that results in more money for needy students."

But his comments were immediately described as amazingly confused by Congressman Paul Simon, chairman of the house sub-committee which has undertaken a detailed analysis of the administration's policy on financial aid. Mr Simon maintained that more than 2 million college students would be denied loans and grants next year if the president's budget proposals were accepted.

The president's contention that proposed spending cuts would not reduce the number of loans available was also dismissed by Mr Jack Pellison, chairman of the American Council on Education, the group which has spearheaded opposition to the cuts.

He said it was clear that Mr Reagan's advisers had failed to give him accurate information. The money available for student aid would be halved under the 1983 budget.

Tougher rules for research?

Stanford University is considering the introduction of more stringent conflict-of-interest rules to protect the interests of postgraduate students whose supervisors have financial or industrial interests bearing on their research.

According to the university's graduate student association, there have been several cases recently in which postgraduates had complained about potential conflicts of interest.

In one case, a research student said her supervisor, who was also the consultant for a commercial organization, had told it about her planned approach to a research problem. The organization then assigned a team of its own researchers to an identical project and solved it, forcing the postgraduate

to find another dissertation topic. In another case, a staff member who was attempting to form a company filed a patent disclosure on a group project without informing or consulting other staff, and postgraduate students involved.

A memorandum from the graduate association to the university's research committee said many similar cases were never revealed because research students feared the consequences of complaining about the financial interests of their supervisors.

It continued: "A few students and post-docs throughout the university are working part-time on consulting for concerns in which their advisers have a substantial or managerial interest."

Campaign to keep engineers

by Peter David

WASHINGTON
The United States is launching an aggressive initiative to stop the exodus of engineers from the academic world and avert a crisis in the nation's engineering faculties.

Government officials met representatives of industry and higher education in New York this month to endorse an "action agenda" designed to make academic careers more tempting to engineers attracted by higher salaries in industry.

One in ten engineering posts in American universities is empty and the shortage of American-born engineering postgraduates is a growing concern of the Reagan administration.

Dr George Keyworth, President Reagan's science adviser, read a personal message from the president to participants at the New York meeting, welcoming their initiative and describing academic engineers as a resource "essential to a healthy economy and to the national security."

A background document circulated at the meeting said that high salaries in the private sector had made it difficult for engineering schools to recruit or even retain engineering staff, while undergraduate enrolments had grown dramatically.

The result has overcrowded classes and reduced the quality of engineering courses which had led many leading engineering schools to restrict the number of entering students.

According to Dr Keyworth, the Reagan administration regarded the shortage of engineering staff as critical to the health of the economy and the nation's defence posture.

"Many of our industries are staggering under the load of foreign competition," he said. "We no longer dominate the market for technology-dependent products - and that

Education deputy resigns

Political controversy swirled around the troubled United States Department of Education last week following the abrupt resignation of its second-in-command, under-secretary Mr William Cloban.

Although technically a resignation, Mr Cloban's departure has been widely interpreted as a political move on the part of the administration to ditch an official unsympathetic to the administration's plans to reduce the federal role in education.

President Reagan has announced his intention to abolish the department, created three years ago by President Carter, and replaced it with a smaller non-cabinet education assistance foundation. The move is expected to encounter strong opposition in Congress.

At a news conference last week



George Keyworth: he presented a message from the president.

has well recognized and far-reaching consequences for our domestic economy."

Mr Edward David, president of the Exxon Research and Engineering Company and convener of the New York meeting, said afterwards that the participants agreed to a plan which would involve action by Congress, industry, government departments and individual universities to attract more engineers into university careers.

Universities would be asked to increase the financial rewards of engineering staff while industries would help academic engineers boost their earnings through direct grants, consultancy and part-time employment.

Universities would also be encouraged to increase spending on engineering facilities and offer higher stipends to postgraduate engineering students.

Although the shortage of engineering staff has been recognized in American higher education for several years, the New York meeting was

the first to involve leading representatives of government, industry and the professional societies as well as the universities themselves.

It was organized by the National Engineering Action Conference, attended by Dr Paul Gray, president of the Massachusetts Institute of Technology, Dr John Slaughter, president of the National Science Foundation and Dr Keyworth.

The fears of both the universities and the government are fuelled by a sharp drop in the number of engineering students taking degrees. With baccalaureate engineers able to command a higher salary in industry than the average assistant professor, with a doctorate, as many as engineering staff are estimated have left for industry in the last academic year alone.

But engineering professors believe that another factor prompting exodus is the deterioration of laboratory facilities and equipment at universities. Mr Daniel Dracinski, dean of the engineering school at the University of Illinois, claims \$100m needs to be spent on new engineering laboratories to bring them up to the standards of private sector.

In his New York speech Dr Keyworth hinted that the administration might agree to spending on engineering facilities and equipment. He said the government was highly amenable to progress where federal contributions would have a significant effect.

"I am thinking of programs that impact many students over time," he said. "Examples might be: rental equipment, research internships, or improving the skills of secondary teachers. These are the kinds of programs that themselves to joint support by industry and the educational institutions."

A letter from Wrocław student smuggled out of an internment camp

Before martial law, the Confederation of Independent Poland (KPN), a splinter group at the extreme end of the dissident spectrum, enjoyed little support. Now its aims, which include severance of all ties with the Soviet Union, other than trade, and the restoration of multi-party democracy in Poland, are attracting considerable support from students.

His replacement as rector, although expected for the last four months, is ominous for the future of Polish universities and bodes ill for the long-delayed higher education bill before the Sejm (Parliament).

South Africa
The Saspa editors banned on April 8 after four months of detention by security police were released without being charged.

They are both postgraduate students at the University of the Witwatersrand in Johannesburg. The banning orders prohibit them from writing for publication, attending gatherings, or leaving Johannesburg, though they may continue their studies.

Stellenbosch University the administration has taken action against students who produced a literary review which was banned by the authorities, one of the first publications from the traditionally conservative Afrikaans universities to draw the censors' wrath.

The rector, Professor Mike de Vries, has punished them by barring them from participating in the university's English society or in any of its student publications for a year.

The banned publication, *Feel Free* was produced by the English Society. It contained a poem which was held to be blasphemous by the publication control board last December.

The National Union of South African students condemned the ban as an attack on both the student movement and the alternative press in

South Africa.
Relations among faculty, administrators, trustees, and students have been difficult in recent years. The lectures have been without a pact since July when their previous agreement - the first under collective bargaining - expired. The college withheld paychecks that summer as an administrative judge will rule next month on a complaint issued against the school by the National Labor Relations Board citing unfair practices.

The contract which ran out last summer took 14 months to negotiate during 1978 and 1979 and was supposed to be in effect since July. In August 1979 students boycotted classes for a week when it appeared the staff might strike. But many of the same students are today angered at both camps.

In addition, RISD maintains what the faculty considers an unusually harsh probation period for new members. Faculty are on probation for their first five years at RISD with no job security.

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Overseas news

Solidarity calls for 'Flying University'

by our special correspondent

Zbigniew Bujak, the head of Solidarity's Mazowsze (Warsaw and home counties) region still at liberty but in hiding, has called for the Flying University to be reactivated.

In an open letter circulating clandestinely, he calls on all "circles enjoying the trust of the community" to take action on behalf of young people in confrontation with the authorities.

During the last few years, said Mr Bujak, the Communist authorities in Poland have not only "lost their battle" against the Catholic church, but have also had to come to terms with other groups commanding greater moral authority than the party.

These included both legally recognized organizations such as the Catholic Intelligentsia Clubs (KIK) and the Polish Chapter of International PEN, and also unauthorized bodies such as KOR (the Workers' Defence Committee, later the Committee for Social Self-Defence) and the Society for Academic Courses (TKN), the formal name of the Flying University.

Martial law has put a stop to their work at time when the pressure of martial law regulations has driven many young people into what Mr Bujak calls a "lively reaction of opposition".

Mr Bujak favours non-violent action but proposes channelling patriotic sentiments into self-education with reading-lists to supplement the official courses, clandestine libraries, discussion groups, and the reorganization of Flying University.

How Flying University meetings would be organized under martial law is not clear - as the majority of its former activists are interned. Nothing unauthorized can take place on university premises, where students are now under martial law regulations, strictly forbidden to remain after the end of classes. However, church services are still outside the control of the state, and much might be done in a course of "sermons for young people" delivered by a sympathetic priest. Some family celebrations are also permitted without a special licence from the military.

Mr Bujak's call coincided with the sacking of Dr Henryk Samsonowicz, the first elected rector of Warsaw University, and his replacement by Dr Kazimierz Albin Dobrowolski.

Dr Samsonowicz, who is reported to have spoken sharply in defence of academic freedom during a meeting with General Jaruzelski last December, was recently expelled from the Communist Party.

His replacement as rector, although expected for the last four months, is ominous for the future of Polish universities and bodes ill for the long-delayed higher education bill before the Sejm (Parliament).

CAPE TOWN
The Saspa National, South Africa's national student newspaper, has been banned by the government.

The paper's editors, Mr Clive Van Heerden and Mr Keith Coleman, were also served with banning orders a few days later.

Saspa National was produced by the South African Students' Press Union, with contributors on English, medium white and black campuses around the country.

It reported on politics, black affairs and labour, as well as printing campaigns news. As a result, it attracted growing popularity both on and off campus, beginning to play the role of left-wing newspapers banned here in the 1950s.

The paper's relations with government were always tense, with a number of issues banned during its two-and-a-half year life. Its predecessor, a paper called *National Student*, was banned in 1979.

The National Union of South African students condemned the ban as an attack on both the student movement and the alternative press in

South Africa.
The Saspa editors banned on April 8 after four months of detention by security police were released without being charged.

They are both postgraduate students at the University of the Witwatersrand in Johannesburg. The banning orders prohibit them from writing for publication, attending gatherings, or leaving Johannesburg, though they may continue their studies.

reports the writing of KPN on cell walls. Within the last few days, the official news agency PAP have released details of an alleged terrorist plot by senior school pupils "under the aegis of KPN", which aimed, among other things, at liberating the internees in the Bialoleka camp near Warsaw.

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Bethlehem University is well-known for its pro-PLO sympathisers. Above: Israeli troops guard the gates after a student protest.

Armed villagers stage raid on West Bank campus

from Benny Morris

JERUSALEM

The dean of students at Bethlehem University and a university guard were beaten up this month in the first open clash between a West Bank institution of higher education and the Israeli-sponsored Village League.

The clash is part of a continuing struggle for ascendancy in this Israeli-occupied territory between the rural villagers, who are organized, armed and supported by the Israeli administration, and the pro-Palestine Liberation Organization radical nationalists concentrated in the big towns and the universities.

According to eyewitness reports, five men armed with submachineguns, the Village League members "collaborators", and the Jordanian government has announced that it will support village league members for "treason" and execute them for working for Israel.

But the new Israeli civil administration in the territory, instituted last November, has decided to give full and public backing to the leagues as part of the effort to root out PLO supporters and to set up an alternative "moderate" local Arab leadership with which Israel can negotiate the implementation of the autonomous scheme mapped out in the 1978 Camp David Peace Accords between Israel and the Arab rejectionist states.

The men later moved to the clubhouse next to the Greek Orthodox church in nearby Beit Sahur and to a local coffee shop, damaging property and firing shots into the air. Israeli security forces summoned to the scene by Arab complaints failed to identify or locate the attackers.

Some 300 Bethlehem University students the following day, staged a mass protest and sit-in in the Bethlehem Municipality City building. The students eventually dispersed without intervention by the security forces.

The incidents are the first in which Village League members, frequent targets of attacks, including assassination, by PLO agents in the West Bank, have themselves resorted to violence against what they regard as PLO-supporters.

The Village Leagues were founded by the Israeli military government in 1977-78 as conservative counterweights to the radical municipalities of the big towns, such as Nablus, Hebron and Ramallah.

The radicals, led by Nablus mayor Bassam Shak'ah, have called the Village League members "collaborators", and the Jordanian government has announced that it will support village league members for "treason" and execute them for working for Israel.

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Some 300 Bethlehem University

Fees rise 'will hit British'

from Lindsay Wright

WELLINGTON
New Zealand is considering the introduction of "full-cost" fees for students from outside Asia and the South Pacific despite assurances to the contrary by Mr Merv Wellington, the Minister of Education.

The Immigration Department, without consulting or even informing either the University Grants Committee or the universities, has tightened up entry requirements for overseas students, before they are given visas for postgraduate study.

The students now need a first class honours degree before they can enrol for a PhD. The Vice-Chancellors' Committee chairman, Professor James Stewart, described the new measure as unduly restrictive.

"We believe it's rather harsh to judge an overseas student who is working in a second language in such restrictive terms," said Professor Stewart.

The New Zealand University students association has released details of a proposal to raise fees for some overseas students, from NZ\$1500 (£3,450) a year to up to NZ\$8000 (£18,400) for some courses.

The proposal came hot on the heels of assurances given by Mr Wellington to Malaysia's Minister of Education, Dr Sulaiman bin Haji Daud, that fees for foreign students would not be increased.

Fees for Asian students would be held under the proposals. South Pacific students would be exempt from university fees (but would be expected to pay full costs at teachers' colleges), and the fees for other overseas students would average about NZ\$4500 (£10,350) a year and rise to NZ\$8000 a year for an engineering course.

The numbers of students likely to be affected is small and they would mainly come from the United States, Canada and Britain. A university spokesman has attacked the proposal with the observation that New Zealand can hardly expect its students to be welcomed in Britain while it discourages movement in the opposite direction.

The other small group to be affected would be applicants from Indonesia, Bangladesh and the Philippines seeking admission with credit to undergraduate courses.

If the intention of the proposal were to effect savings for the government it would be unlikely to achieve very much. The few students who would currently be charged full-costs under the proposal would, in all probability, look elsewhere.

The New Zealand University students association has warned that "such attacks on educational opportunities for overseas students are a precursor to large-scale attacks on New Zealand students."

Mr Brian Small, the association's president, said that the 1979 decision to impose NZ\$1500 on private overseas students was immediately followed by big rises in fees for New Zealand students.

committee had been calling for some time for an inquiry into student finances. Professor Low said.

Professor Low pointed to assaults on study leave, on student organizations, on academic tenure, as evidence of the hostile political climate in which universities had operated over the past six years.

"There are questionings about the usefulness of a degree, the value of research, the all-up costs of the universities, and the wisdom of abolishing tuition fees," Professor Low said.

Professor Low said that during his time in office, "not many weeks passed" without him being asked by government minister for an "expert services of one of our number on an issue of public importance."

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The New Zealand University students association has warned that "such attacks on educational opportunities for overseas students are a precursor to large-scale attacks on New Zealand students."

Paul Flather examines the links between Government departments and the SSRC

Policy and cash keep research in a straitjacket

Problem solving requires research but direct funding of research by government departments was still almost unknown at the start of the 1950s. In 1957 R. A. Butler, to whom researchers probably owe a fair debt, decided as Home Secretary that the research programme had to be expanded as a matter of urgency, after general alarm at the rising crime rate and slow change in penology. He established a house research unit at the Home Office, with two researchers and four civil servants.



Butler also wanted an independent research unit, and he secured funding through the University Grants Committee (UGC) for a new insti-

of Transport, and of Employment and Productivity. The 1960s were a good time for social sciences, when everyone including civil servants looked keenly to the new disciplines for answers to society's problems. In 1969 Lord Fulton had reported on the need for a more professional and expert administration. The civil service started creating specialist classes and planning units, and suddenly a new breed of policy analyst found a niche inside the government hierarchy.

Then in 1971 came the Rothschild report on government research and development (Cmd 4814), and the next year a White Paper (Cmd 5046) based on that report. They did not have an immediate effect on social science policy. The report had specifically excluded social science from its ambit. But the White Paper recommended new machinery covering the transfer of funds from the Medical Research Council (MRC), the Agricultural Research Council and the Natural Environment Research Council to departments headed by chief scientists for use in the customer-contractor principle. This was bound to affect social science research: natural and social science were often linked, and the social sciences had to fall in line with the new structure of chief scientists commissioning research.

As funds became more limited in the 1970s social scientists had to take on board more and more the constraints of policy formulation in their research, both in their choice of problems and the timescale they wanted. The next critical year was 1979, with the new Conservative Government severely reducing the social science budget; in March a government review of research machinery (Cmd 7499) called on all government departments to seek a new *modus operandi* with the SSRC, which would permit the council to perform its task effectively, and secure for the departments the social science research they needed for policy purposes.

The review pointed out that the 1972 White Paper had left it to departmental representatives on the SSRC boards and committees to pass on the Government's policy requirements. But on the whole departmental boards had tended to commission



The concept of transmitted deprivation: subject of empirical studies on behalf of the Government

research directly from universities or research institutes, finding it unnecessary or unhelpful to use the SSRC.

The SSRC cannot claim any rights in social science research; but it is becoming evident that it alone is being left with the task of sustaining the long-term research base in social science, but without the necessary funds to do the job. A study of the commissioning of research and the careers structure of researchers by a team at Goldsmith's College London, makes this point well. With all the cuts, it is increasingly clear that Whitehall wants to use long-term research units without actually funding them. Thus the Department of Education and Science (DES) constantly turns to the National Research Council for Educational Research (NER), while the Department of Industry turns regularly to the SSRC industrial relations unit at Warwick University, but neither provides long-term funding. Both the DHSS and the Department of the Environment (DoE) have indicated they would want the SSRC to look after the long-term research base, leaving them free to solve problems. But neither has

given extra funding to the SSRC. One problem generally agreed among academics is that there are not enough senior civil servants who understand social science research. As one academic put it: "Too much money is still wasted on half thought-out work". One problem generally agreed by civil servants is that the SSRC lacks managerial expertise. "In the end we are always sceptical about what it can do", was how one put it.

Overall the SSRC has received direct funding for two major research programmes, about £750,000 since 1972 for transmitted deprivation and £180,000 for a three-year programme on equal opportunities in the health service, just under way, both from the DHSS. It also runs a £30,000 programme for eight studentships in health economics at York University. The research units receive grants from various government departments: the ethnic relations unit at Aston University, for example, has just completed a one-year project on the suitability of the Youth Opportunities Programme for "minority" young people for the Manpower Services Commission, and the industrial relations unit has a contract from the Department of Employment. In all, the SSRC received some £190,000 from government departments in 1981-82, although this under-represents the level of work the council does. There are many joint programmes involving no transfer of funds, such as the pre-school research programme, and research registry produced by the energy panel. Other programmes are jointly funded, such as the Thomas Coram research unit, backed by DHSS and SSRC, and research panels for example, and the Equal Opportunities Commission. In general, as Dr. Stuart Blume, of the London School of Economics points out in a new paper on commissioning research, government departments have built a great variety of different relations, depending on their distinct objectives, and the intrinsic problems of the subject itself, overlapping different disciplines and different departments. Blume identifies four main aims of government departments commissioning research: to add to the current stock of complex problems such as violence in marriage, or mental illness; to aid as in school curricula or labour markets; to establish the nature of client groups such as unqualified school-leavers or the unemployed; and to evaluate current policies such as the take-up of welfare benefits. Thus, for example, the DHSS favours the first aim, the Department of Employment the third.

More generally, Dr Cyril Smith, secretary of the SSRC, noted in a personal paper that government departments acted without much regard to the role of the council or to the medium or long term impact on the university system. "In their dedication on research they acted increasingly on the short term interest; politicians became preoccupied with the needs of a particular government, and administratively they were constrained by the Rothschild principle of customer needs", he claimed. The customer-contractor principle was born out of Lord Rothschild's experience at Shell, where he was head of research, as a way of rationalizing the often confusing conglomeration of interests and subcommittees involved in any large operation. Where "products" were involved it worked well; for example, all three branches of the Ministry of Defence, in Agriculture, and in Industry. But the principle runs into trouble when "products" are not involved; it was intended only to apply research.

But it has already had a serious effect on social science research, its simplicity acting both as its strength and its weakness. As a clear statement it helped to mobilize the research sector in a clear direction, but it also polarized and distorted debate. That is the view of a special social science policy committee SSRC, under the chairmanship of Professor Ralph Dahrendorf, of the SSRC which reported in 1978. The committee went on to express serious reservations about complying with the "clarified call for greater long-term effects on the nation's intellectual and material status."

Two big problems confront the SSRC: how to find the right balance between long-term fundamental research and policy-oriented research, and how to secure the funds so that it can carry out what it can do. The following points emerge: The SSRC should strive to charge of maintaining the infrastructure of social research, but this should not be done without more funds. The council's task is to argue a larger share of the science budget to recognition of this - it currently receives 5 per cent of the total budget. Its policy of creating six Designated Research Centres, and supporting four long-term units should be backed up by the Advisory Board for the Research Councils. University cuts only make this task all the more important, as does the withdrawal from long-term funding of the Social Science Chief Scientists should be appointed in one or two departments to provide the machinery for social science advice to be passed to the Government. This is suggested first by the SSRC. Evidence to the House of Commons Select Committee on Science and Technology in March 1981, there is a long tradition of economic advice to the Government since the 1930s, but part from the field of social statistics, social sciences are excluded. Also, able social scientists should be placed in senior posts in all departments. The Government should move towards some new form of national coordination for research policy needs. The status of the chief scientists is already in decline in government departments with the post attached to the cabinet office downgraded since Sir Alan Cottrell held it. A definition of principles suggesting the SSRC concentrate on long and medium-term strategic research with government departments concentrating on policy relevance, would be useful, notwithstanding the status of the SSRC's new topic-oriented committee system this summer. The SSRC's lone role in "policy" future researchers should be recognized, with appropriate funds, to allow it to carry out this task.

The Research Function in Social Science in Higher Education, by Cyril Smith, prepared for the Levelling Up Inquiry into the higher education system, 1982. The Commissioning of Social Science Research by Central Government, by S. S. Blume, from SSRC, London, 1982.

You can teach more of the people some of the time...

Thousands of people of all ages and backgrounds would leap at the chance to study for a degree part-time, but are hindered by the almost total lack of opportunity.

Most universities, polytechnics and colleges in this country find it more convenient and prestigious to concentrate on full-time day courses for 18-year-olds with standard entry requirements and no domestic or work commitments. They neglect full-time and shift workers, women with children, unemployed people and those without formal academic qualifications who missed out on higher education when leaving school and want to study for a degree part-time either during the day, in the evenings or at weekends.

Part-time degree courses are patchy, limited, poorly-coordinated and ignore many subjects and certain types of provision. Although the London area is relatively well-provided for, potential part-time students in most other areas have few if any alternatives to full-time study. This enormous gap between demand and supply is the subject of a major inquiry published this week by the Advisory Council for Adult and Continuing Education. Other sponsors were the Baring Foundation; Birkbeck College, London; Goldsmiths College, London; the Guild of St George; and London University extra-mural studies department.

The report places the blame squarely on the lack of mandatory awards for part-time students and the policies of successive governments, local authorities and the institutions themselves. Consequently, most institutions of high education have concentrated on full-time post-school students and ignored the possibilities and need for the development of part-time study opportunities for adults. The report concludes, "This concentration has been reinforced by the short-sighted attitudes held by some academics and administrators."

The relative importance of part-time courses in the university and public sectors has been different for historical reasons. The medieval universities catered for full-time residential students, but the growth of other institutions in the nineteenth century was based on part-time provisions. This emphasis has continued to the present day. Of the 95,000 part-time undergraduates registered in 1979-80, 75 per cent were at the Open University, 12 per cent on courses in polytechnics and colleges, 11 per cent studying for external degrees and diplomas and less than five per cent in conventional universities. By contrast, just over half the 19,000 part-time postgraduates on taught courses were internal university students, 44 per cent were at a polytechnic or college and only two per cent were external. Only 11 out of the 44 traditional universities have formal part-time undergraduate courses in subjects other than education. These cater for only 4,381 students, barely two per cent of the total number of full-time and sandwich enrolments in universities in 1979. Just under 10,000 postgraduate students were part-time, representing on fifth of the total. The universities which do provide part-time degree courses fall into four broad categories. Only Birkbeck

BRIEFING

Charlotte Barry and Karen Gold report on the neglected state of part-time degree courses

College caters exclusively for 1,300 part-time students and advertizes a wide range of courses. The universities of Hull and Kent have developed a limited choice in association with their extra-mural departments. A small number of individual departments at Belfast, Bradford, Ulster and Goldsmiths College provide their own part-time courses. Lancaster and Stirling let part-timers study alongside younger students on full-time courses. A few universities also run preparatory courses for mature students unsure of their ability to cope with degree work after years away from the classroom.

Courses for part-time undergraduates in polytechnics and colleges are more common and have expanded considerably in the last five years. All the polytechnics offer at least one part-time degree course - Manchester has a choice of nearly 20. More mature students are enrolling on modular degree programmes run in some polytechnics.

Most part-time degree courses in this sector are day release, run for a minimum of five years, and are biased towards vocationally-oriented education and science subjects and away from the arts. In 1979-80 there were 11,427 students on 207 part-time degree courses validated by the Council for National Academic Awards who had taken advantage of more flexible entrance requirements which take into account age, work or childrearing experience. The polytechnics also run a few courses specifically for mature students, and fresh start or second chance programmes aimed specifically at women with children, unemployed and older people. A growing number of polytechnics, such as North London, are developing evening degree programmes. For the majority of potential part-time students who live away from the big cities Open University study is the only real choice. Its 70,000 students are home-based and rely on television and radio programmes, written materials and a limited amount of face-to-face tuition. No qualifications are needed, entry is on a first-come first-served basis and a transfer scheme exists with polytechnics, colleges and a few universities.

The enormous growth of the OU during the last decade has been paralleled by the decline of the London extra-mural degree programme from 30,830 students in 1971 to just over

20,000 today, more than half from overseas.

Degree level evening classes and summer schools are provided by the 34 universities which enrolled 236,558 students in 1979-80. Most were in arts and social science courses, few leading to certificates or diplomas. Post-experience courses are a growth area particularly in the polytechnics - both Leicester and Central London run self-financing short course units.

More universities are now offering part-time postgraduate taught courses to offset the decline in grant support and secondments. Most are in education, are taken alongside full-time students and concentrated in the London, Manchester, Leeds, Glasgow and Birmingham areas. Part-time courses in polytechnics are more likely to be taken separately, have more flexible entry requirements and to be in management studies, science or engineering.

The report argues convincingly that as many as a million people could be interested in enrolling for part-time degrees. It points out how the Open University has proved far more popular than ever envisaged and turns away half its applicants every year. Successive surveys show that many OU students would prefer more traditional part-time teaching if it were available.

Evidence from fresh-start courses and the records of local educational advice centres also reveal an enormous untapped demand. The report says there is bound to be even more demand in the future as a result of the cut in full-time places and as more people realize the benefits of continuing their education or taking a second chance.

Any expansion in part-time degree courses should recognize the extremely varied demand, from well-qualified to poorly qualified people and from those in paid work to women at home and the unemployed. It should also include a mixture of face-to-face teaching and distance learning available both in the evenings and during the day so people can choose where they want to study in their own time.

In Australia, New Zealand, Canada and the United States a boom in part-time degree courses has greatly increased the number of mature students in higher education. In Canada a third of university undergraduates and 42 per cent of postgraduates were part-time in 1978-79 compared to two per cent and 36 per cent in Britain.

The report concludes these differences are not due to any different social or economic conditions as all five countries are highly developed, urbanized and with similar cultures. "The large numbers of part-time students in these countries and the provision made for them are indicators of the level of demand for such opportunities which might become apparent in the United Kingdom if its educational system was redirected along similar lines," it says.

Mrs Goodman left a central school with five O levels - "just", she says - to fill in time before marriage as a secretary. Now 42 and in the second year of her degree, she and the other part-timers sit long hours at Hatfield between the tenagers.

There are noticeable differences: the part-timers tend to be more conscientious, and to participate in discussion fast and furiously. "I think the youngsters are less anxious to show what they know than we are - the mature students are afraid all the time that they have to prove themselves. "We're very supportive. If anyone's not there everybody phones around. People do notes for each other, and there's a lot of handing round of books and essays. The young students seem much more insular. "We're also very competitive: if everyone's got 50 per cent for something then that's all right, but if someone's got a 70 per cent - that's bad. Unlike many part-timers, Mrs. Goodman has an *ou pair*, reducing



Better off despite a cut in earnings

Full-time physics teacher Anne Ross (above) changed to part-time work last year. Now she earns scarcely more than she would get on the dole, but she has an extra two days a week for her psychology BSc course at London's Birkbeck College.

She began the course in 1979 aged 22 - one of the youngest students at Birkbeck, which only takes part-timers - a year after finishing a teaching certificate following her first degree. Apart from the loss of income only too reminiscent of her student days, she found part-time study very different.

"I began to think the first time round I had virtually done nothing for three years," she said. "Doing this I would get up for work at seven, go on to college after work, get back to my flat about 11 or 12 o'clock, go to bed and get up at seven again." The strain was too much, and after two years she decided to work part-time during the third and most strenuous year of the four-year course.

In her reduced circumstances she can still manage the £120 annual fees, but would give up the course if they rose anywhere near the quarter or half of full-time fees that have recently been rumoured among students. Lectures are not compulsory, but experimental work must be written up at weekends and there are exams each year, which can be an immense worry to those students - unlike Anne - with inflexible employers. Her commitment is primarily vocational: she needs a first degree in psychology to become an educational psychologist as she wants to do, and she will probably go on to an MSc. But she sees other advantages to the course. "I now realize that I can accomplish a lot more in a certain time than I thought possible. "I've enjoyed being with the group of people on the course - I've made some good friends. Even if people outside do look at me strangely when I say, "Will you only phone on Wednesdays, please?"

The metamorphosis of mum

A metamorphosis takes place three days a week on the A1 southbound between Hatfield and North London. Mrs Eve Goodman (right), part-time student on Hatfield Polytechnic's BA course in Contemporary Studies, turns into four children's slightly-harassed mum. "You have to be a totally different person" she explains. "You get home and you have to talk to children and make tea; when your mind is still somewhere else."

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practical pressures on her. But psychological pressures stay the same. "I particularly resent people making a joke of my work. Probably because there's a very strong guilt - both about my children and my husband. "I've pushed the thought of what happens afterwards out of my mind, because I can't imagine not doing this. The same fear of being totally useless that pushed me into doing a degree is still there. I've just postponed it for this number of years."

Uneasy relations with civil service

The Treasury has always had close links with the SSRC. Both support a number of the same research teams, especially in the forecasting field. The Treasury is involved in the newly set-up Economics Consortium, which will be the base for the *modus operandi* between the two. Informal links between SSRC and government economists are strong: four out of five SSRC chairmen have been economists. But there are strains. It is clear Treasury ministers are unhappy with the SSRC's emphasis on what they see as Keynesian-orthodox economic research. It can be pointed out the SSRC had helped to proliferate the economic debate by supporting monetarist research.

A formal system of consultation on research priorities has existed between the SSRC and the Department of Employment since 1975. The DE programme is sent to the SSRC twice a year, allowing liaison with other SSRC research, advice on potential contractors, and an early warning system of rejected DE projects. The SSRC may wish to pursue. Relevant reports sent by the SSRC. The DE has interest in two SSRC units, in ethnic relations and social and applied psychology. Links with the Department of Energy revolve around the important SSRC research on energy. The SSRC provides a good means for resolving common and overlapping research and priorities. A new system needs to be set up now the panel has finished work. Relationships with the Department of Health and Social Services are critical. It hinges on the vital aim of what is responsible and best able to provide

the long term research base on which short term work can be achieved. The DHSS's former chief scientist, Professor Arthur Biller, believes with the SSRC, this should be the responsibility of the research councils. But the DHSS is not sure the SSRC has the experience, skills or funds to take charge of this. It would like to transfer some of its funds to the SSRC, perhaps handing over control of some of its 29 specialist units. It is watching how the SSRC manages the new Designated Research Centre at the Thomas Coram unit in London. Discussions are suspended pending the Rothschild review.

The SSRC has had limited relations with the Departments of Trade and Industry. Although the DoI did take part in important discussions in the creation of the Industrial Change Centres, a *modus operandi* is still sought. Cooperation with the Department of Education and Science has been good, with numerous assessors sitting on SSRC committees, for example on panels investigating pre-school education and accreditation. In 1980 there were discussions for funds for education policy research to be channelled through the SSRC, but they came to nothing. The SSRC is happy with the relationship on the science side. The real sticking point for the SSRC is the Home Office. Frankly no relationship exists, with the Home Office using its own in-house research team and going direct to outside researchers. The Home Office refused to comment. In part this is because of the extreme sensitivity of the

subject - immigration, criminology, penology, the police, civil rights, ethnic relations. It would need an enlightened Home Secretary to loosen the system. The Department of the Environment is like the DHSS, moving away from supporting the fundamental long-term research programme, leaving the SSRC to maintain the "infrastructure of social research". This division of labour was agreed in 1977, with the SSRC to be relieved of considering policy relevance or short-term work. But the DoE did not hand over any funds, and in line with the wishes of ministers also switched more towards natural science research. But this underlying change in direction suggests a collaboration between the SSRC and DoE is all the more vital.

Discussions with the Scottish and Welsh, and Northern Ireland offices are in train. The Northern Ireland panel has, however, established a clear mode of liaison and collaboration, with two government ministers involved. Links with the Central Statistics Office and the Office of Population and Census Surveys have always been good, both putting sessions on the statistics committee, and representatives on the History of Population Unit, and Survey Archive Committee. The SSRC is also seeking close links with the Central Policy Research Staff, Parliamentary and gradually with the Civil Service Research Committee, especially on energy and on the Treasury. More satisfactory *modus operandi* is sought with the Foreign and Commonwealth Office.

The steering committee's recommendations

The inquiry's steering committee, headed by Professor Overend, master of Birkbeck College, makes the following recommendations: The Government and local authorities should shift resources towards part-time study opportunities to let students enter higher education at different stages rather than immediately after school. Institutions should open more existing full-time courses to part-time students, either for credit or occasional use. They should develop a range of courses in the daytime, evening, at weekends and during holidays. Entry requirements should be more flexible to take account of interests and experience. There should be more short preparatory courses to introduce adults to degree-level study, which could also form the bottom rung of a ladder leading to postgraduate level. Both face-to-face and distance teaching methods

should be used, along with the choice of short intensive periods of full-time study. All higher education courses should be more flexibly structured to allow for occasional students, transfer of choice in course content. Post-experience courses should be expanded, both by making elements of existing courses available, and by setting up new opportunities for mid-career refresher programmes. Part-time students should be eligible for mandatory grants on the same basis as full-time students, as this would recognize their contribution to the economy. More educational, information and advisory services should be set up and better publicity of existing part-time courses encouraged. There should be further statistical investigation of the demand for part-time degrees at national and local levels.

Part-time degree level study in the United Kingdom, by Malcolm Tigh, price £2.50 available from the Advisory Council for Adult and Continuing Education, 19b De Montfort Street, Leicester LE1 7GE.

The Commissioning of Social Science Research by Central Government, by S. S. Blume, from SSRC, London, 1982.

A down-to-earth spirit rules

The fifth Leverhulme seminar on the future of higher education - or, more properly, the first Gulbenkian seminar - considered the role of the arts in higher education and of higher education in the arts during a three-day meeting at Keele College, Oxford, just before Easter.

The subject was in one sense larger but in another sense more specific than those of earlier seminars in the Leverhulme series. It was larger because the seminar was encouraged to struggle with very broad and very difficult questions - can the arts serve as a normalizing metaphor to influence the redirection of the practices of higher education as a whole? Do the arts represent a special kind of intellectual language? What contribution can the arts in higher education make to the egalitarian goal of "arts for all"?

It was more specific in the sense that this was the first seminar that dug down to individual disciplines, their traditions, their practices, their problems, and their prospects. Fine art, design, music, drama, dance were all picked apart in considerable detail.



The seminar was really two seminars in one. The first, firmly located in the plenary sessions attended by all 52 participants, focused on the almost stratospheric idealism of these very broad and very ideological questions about the role of the arts in higher education, which at times was barely distinguished from that of the arts in society.

In a context paper Peter Brinson, director of the Gulbenkian Foundation, saw the central issue in stark terms: it was "whether there should be a willingness to take British higher education apart, putting it together again in ways which correspond more closely with the realities and actual

needs of the society in which we live". In his view this job spread far beyond the traditional boundaries of the arts. He believed the Leverhulme inquiry as a whole might come up with a model for an entirely different approach to the higher education curriculum. "Some consideration of the mass media and more attention to the expressive arts would lie at the centre of that curriculum", he suggested.

Even in its first idealistic phase the seminar seemed to shrink away from this ambition. Most participants seemed uncomfortable, or perhaps just unfamiliar, with the proposal that the arts should make such hegemonic claims to guide higher education. Two versions of this ambition were offered to the seminar; both were in effect rejected.

The first was proposed by Professor John Blacking, of Queen's University, Belfast, and was derived from his work in anthropology. He suggested that the arts could be regarded as "totemic knowledge", as a special way of knowing that was experiential and philosophical rather than intellectual or vocational. But there was a clear reluctance to accept that the artistic experiences of archaic societies in Africa or Asia could act as a model for modern society with its complicated artistic, intellectual, and social divisions of labour.

The second was put forward by Malcolm Griffiths, from Trent Polytechnic, and seconded in a Spartanist *tour de force* by Colin Hicks from Rose Bruford College of Speech and Drama in Kent. They argued that the potential of the arts in higher education should be seen in terms not of an alternative form of knowledge but of an ethic of social liberation. But the seminar appeared to be no happier with "liberation" arts than with "anthropology" arts.

Even those who naturally felt sympathy for the drift of Griffiths' and Hicks' argument seemed to feel that the egalitarian ambitions inherent in such a view of the role of the arts in society sat uneasily with the highly selective, even elitist, practices of higher education. What might be an appropriate ethic for the arts in the socialization that takes place in the primary school might not work in the competitive and technique-driven environment of higher education.

The seminar's seven recommendations

In its final session the seminar came to seven broad conclusions:

- 1) Part-time teachers in the arts must be protected.
- 2) There is an urgent need, and a real opportunity, for extensive cooperation across the binary line on both a regional and a local basis.
- 3) The diversity of institutions and courses should be maintained and enhanced, and there should be no regression to the mean.
- 4) There is an urgent need for improved statistics and further research into the existing pattern of courses in the arts in higher education. These results should be published.
- 5) There is a need to redefine the appropriate staffing patterns for the arts in higher education.
- 6) Urgent consideration should be given to establishing a research council for the arts.
- 7) A national council for the arts in higher education should be established both as an umbrella group and as a continuing body to prepare the ground for another conference, possibly in 1984.

An eighth conclusion, that it is desirable to focus and to redeploy the resources for the arts in higher education, was referred back for further consideration.

The specialist sub-groups made the following recommendations, all of which were broadly approved by the seminar as a whole:

Music

- 1) It is essential to maintain an overall staff/student ratio of at least five to one.
- 2) Institutions should maintain their diversity and not imitate one another.
- 3) The sharing of resources on a regional basis is desirable and should be possible.
- 4) The position of part-time teachers must be protected.
- 5) There should be an advisory council for music to give evidence and advice to the UGC and the National Advisory Board.

Art and Design

- 1) Serious consideration should be given to reorganizing arts and design

courses on the basis of a three-year foundation year without the present five to one.

- 2) More structured curricula and clearer objectives are needed.
- 3) A redistribution of places in fine art is needed to reduce the number leading to the profession and to increase the number leading to education.
- 4) It is essential to offer a full year's placement (sandwich courses) to students on four-year design courses.
- 5) More thought is needed to provide courses in the area of craft.

Drama

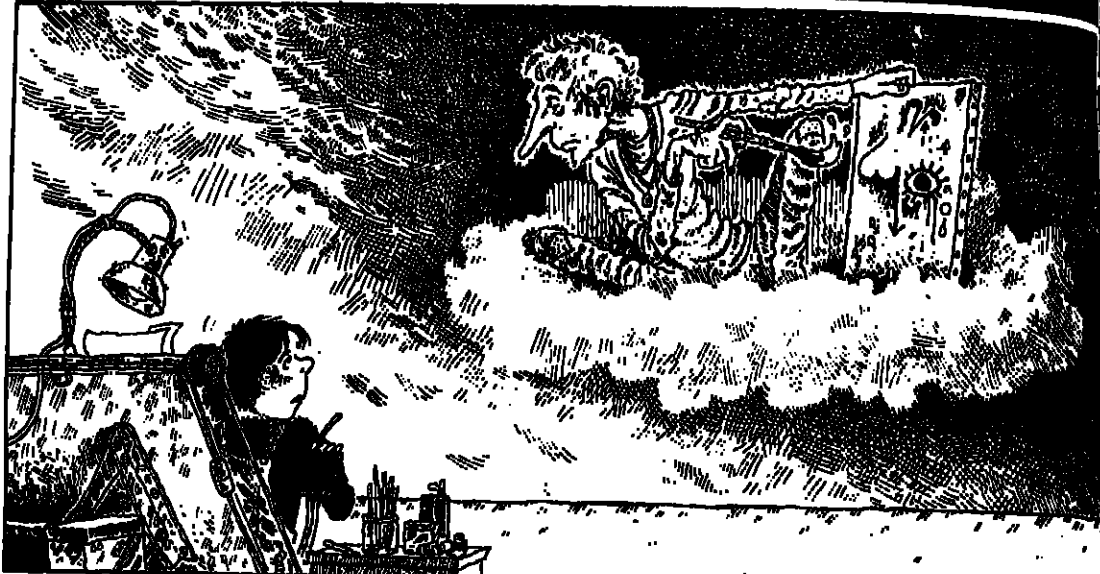
- 1) Before any further reorganization (or reduction) of drama courses

is planned, much greater care is required in the collection, collation, and dissemination of statistics and relevant data on admissions, costs and employment of drama students.

- 2) Due consideration should be given to the following demand factors: i) the number of unqualified drama teachers in schools; ii) the 80 per cent increase in O and A levels in drama; and iii) the future effects of TV and radio.

Film

- 1) There should be increased sharing of facilities, organized on an urban or regional/local basis by a neutral body (eg the British Film Institute).
- 2) There should be jointly organized teaching and seminars.
- 3) More provision should be made for staff development and research.
- 4) A student film/TV exhibition service should be provided to increase public access.
- 5) Part-time professionals should be recruited to schools of film.
- 6) Theory and practice should be brought closer together.
- 7) There is a serious need for a standing conference of film and TV arts in higher education.
- 8) There should be better links between schools of film and the industry to allow for retraining and refreshers courses.



There was more than a suspicion that the egalitarian assumptions of "liberation" arts might be fatally subversive of the claims of the arts to a rightful place in higher education.

So it was probably with some relief that the seminar put aside these almost metaphysical questions. In its second and pragmatic phase, largely located in specialist discussion groups on art and design, music, drama, film, dance, and literature, it turned with enthusiasm and with effect to disciplinary detail.

Soon a rather different spirit asserted itself. The rather nervous liberalism of the plenary sessions which naturally had concentrated on general questions was replaced by a hard-headed and even conservative pragmatism in the specialist groups. The art and design group, for instance, clearly felt that it was time to counter-attack both the aesthetic academicism of the Coldstream-style art school with its obsession with Slade and Courtauld models and the snobbishness of the later 1960s with its anarchic and undisciplined curricula.

Instead they demanded higher entry standards ("no more neanderthal students"), a disciplined curriculum in which all elements were assessed ("the myth of the idiot artist has to be knocked out of its head"), and much closer attention to employment opportunities. They conceded that fine art might be a medium for general higher education in the same way as the humanities, but argued that this claim could only be made to stick if fine art courses had greater intellectual rigour and abandoned the "grand deceit" that their graduates could become practising professional artists.

The same down-to-earth spirit ran through the group's discussion of design. Textile design must give up *haute couture* ambitions; industrial design was not sufficiently close to

technology; graphic design students must learn more about business, through sandwich courses if possible, and become less ignorant about communication by learning more social science.

Right across art and design their remedy was clear: to escape from the aesthetic claustrophobia induced by Coldstream and to shore up or raise standards threatened by anarchic curricula by developing a broadly-based but tightly-structured pattern for degrees.

This immersion in disciplinary detail was of great benefit to the seminar. Not only did it enable the participants to produce perhaps the most detailed and most workable lists of recommendations yet to come out of the Leverhulme seminar, but it also made it possible to reconsider some of the general questions about the place of the arts in higher education which had proved to be so elusive in the early sessions.

The second ascen, into the stratosphere, of course, was no more able to produce satisfactory answers to questions which by their very nature must remain unsettling and even destabilizing. But at least the attempt was more clear-headed. The seminar may have been no clearer about its basic beliefs but at any rate some bogus beliefs had been rejected.

An important theme that emerged at this stage was whether the present division between "academic" education and "practical" education in the arts, broadly represented in terms of the universities on the one hand and the vocational schools and colleges occupying the strategic middle ground, was defensible.

The general answer seemed to be that in principle it was not. It was generally accepted that theory could not be regarded as a black box because this was to invite arts students

to regard it as secondary or peripheral. It was also generally agreed that theory was implying artistic practice, which was an activity of considerable cerebral complexity. In the same way it was agreed that the academic study of the arts was impossible without their practice.

But at this point the argument seemed to get bogged down. The vote for more integration in higher education, between different arts and between arts and other subjects, was not followed up by a practical plan for a reorganization of the present structure of arts education. A few platonic appeals for a closer association of universities, vocational schools, a nod of approval in the direction of the polytechnic organization of arts higher education and that was that.

So a first verdict on the Leverhulme/Gulbenkian seminar might be: on the detailed level needed in the individual arts disciplines, very good; on the general objectives in the arts, not so good. The objectives in the arts are confusing and a little waffly; on those difficult questions about the nature of the arts experience within higher education and its intellectual implications, disappointing.

Perhaps this third verdict is a little premature. At its start the seminar had many choices. It could be about the higher education or about a higher education in the arts. After a long and not terribly productive exploration of the first, it chose the second. Within the context both of the education and of the long-polytechnic perspective encouraged by Leverhulme, it was the latter choice. But a few nagging, have-beens remain - as they always will and as they should.

Leader, back page

Discovering hidden resources

David Bethel, director of Leicester Polytechnic, gave a detailed paper on the resources for the arts in higher education. His summary appears below:



Mr David Bethel: too many courses.

Information on resources for the arts in higher education is not systematically separated from other HE data by either side of the binary line. Nor can the arts as defined in this seminar (dance, drama theatre, fine art and music) be considered in isolation from associated subjects e.g. design, architecture, the history of art and literature. In particular, art and design have been historically linked by provision; design can now become near to engineering at one extreme but often includes autographic print-making at the other.

"Resources" includes premises, staffing, student awards and other costs. Student/staff ratios, grants from the regional arts associations and so on are important aspects in determining cost-effectiveness. However, "resources" are not simply capital investment and recurrent costs; they include ideas, the quality of the curricula and the quality of the staff, students and institutional policies for the arts.

There are assumptions underlying the inclusion of the arts in HE and the deployment of resources to sustain them, and these need to be identified and reassessed before any new policy on the level of resources for the arts in HE is formulated. Teaching method, for example, has changed little since the eighteenth century and staff costs are particularly high in the arts. Are there too many courses at too many institutions?

Is there a defined pool of talent for the arts or is it that the objectives in the arts are confusing and an understanding about the nature of the arts experience within higher education and its intellectual implications, disappointing.

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The creative student versus the academic

There was a nagging doubt about the capacity of universities to provide the missing performance, link in their courses in music, drama, painting and other arts. Professor John Allen, of Westfield College, London, suggested in his paper to the seminar:

But he also doubted the capacity of the vocational schools to induce in their students that ability for analysis which would make them artists of the highest calibre if it was accepted that such ability was part of the artist's education.

"Just as it is important to see a certain harmony and interrelationship between mind and body, so I find myself quite unable to accept that thought is the enemy of emotion or that analysis is the enemy of intuition." Professor Allen argued.

"I believe there is a kind of chain of being that leads from the text, to the understanding of the brain, to the capacity of the vocal organs to speak that text appropriately, to the musculature of the body to incorporate the role to the particular organs and muscles that produce sound, to the dynamics of speech, to its relationship to breathing, to the prosody of the text, to the accompanying gesture, and so on," he said. "And I do not know what is."

On the other hand Professor Allen suggested that the academic study of the arts had to be accompanied by experiences or appreciation of its content in performance. We could clearly accept that it was accepted that the right place for the analytical and historical study of an art, but could not be said to have studied an art without giving very considerable attention to the actual process of creating that art?

He argued that when the question was asked of what scope the university student of the arts was offered for original thinking or for

imaginative or creative work, we were on delicate ground. Generally speaking he must limit his originality to clarity of analysis and the perceptiveness of his criticism, historical perspective, and the ability to demonstrate his overall grasp of the subject" rather than "using them as an opportunity to expatiate on such original views as he may hold."

Professor Allen's broad conclusion was that the universities overdid the academic disciplines at the expense of the practical and that the dance and drama schools (he could not speak with practical experience of art and music schools) overdid the practical at the expense of a broader field of study.

He felt that the polytechnics and colleges of higher education might have an important role to play in bridging this gap between the academic and practical. They were not so gripped by academic models as their degrees as the universities; but they enjoyed much greater resources than the vocational schools.

He suggested that there might be a case for a partnership between the universities and the vocational schools to cope with the very bright and the very dedicated, and for the polytechnics to supply courses that contained a greater variety of options according to the many openings in the arts professions.

But he was very afraid of the danger of curricular rigidity. The arts did not submit readily to set lecture periods. Each needed according to its own time-laid down according to its own internal disciplines. "Noise and mess" were often the concomitants of work in the arts, he added. "Blackboard and chalk and a linear arrangement of desks are the least promising atmosphere for the study of Shakespeare, Mozart or Michel-

angelo.

established courses at risk. Some drama and music in the universities has already been cut; the next 18 months will see the results of cuts by the UGC and the APE pooling committee.

Further cuts may stem from a reduction in student grants. The mandatory grant has less purchasing power and this may deter students. Arts courses have been linked to discretionary grants more frequently than science and technology as part of the provision is in academics not recognized for mandatory grants. The cuts in i.e.a. spending will inevitably disadvantage the arts.

The first casualties of cuts in the arts in HE are the part-time staff, because of their flexible contractual position. However, the arts differ from other disciplines in that a range of skills are required for subject teaching and teaching support which cannot be met economically by full-time staff appointments. In some arts, the undergraduate work is enlivened significantly by professional practitioners engaged in visiting staff. Any policy consideration on resources must recognize the value to the arts in HE of these two categories of part-time staff.

The full-time staff in the arts, particularly those primarily involved in the practice of the arts rather than those engaged for their scholarly interest in the arts (although this is an over-simple division), are liable to find that their potential as effective teachers becomes exhausted relatively rapidly unless they practise their craft concurrently with teaching. If the cuts in the arts in HE result in a significantly "improved" SSR, the danger is exacerbated. This can only be avoided by a new approach to staff development or a new approach to contractual arrangements.

The "critical mass" of staff required to sustain cost-effective, and academically viable courses becomes even more important and must lead to a better concentration of courses - a smaller number of centres offering a major grouping of studies in the arts.

The maximum effective use of resources has never been more important with the present round of cuts on higher education putting well-

Expert help for the arts scholar

The way ahead must lie in greatly increased collaboration between specialist colleges and universities; although this might not bear real fruit without a further lengthening of performance courses, Professor Brian Trowell, King Edward Professor of Music at King's College, London, argued in his paper on "Course Design for the Arts".

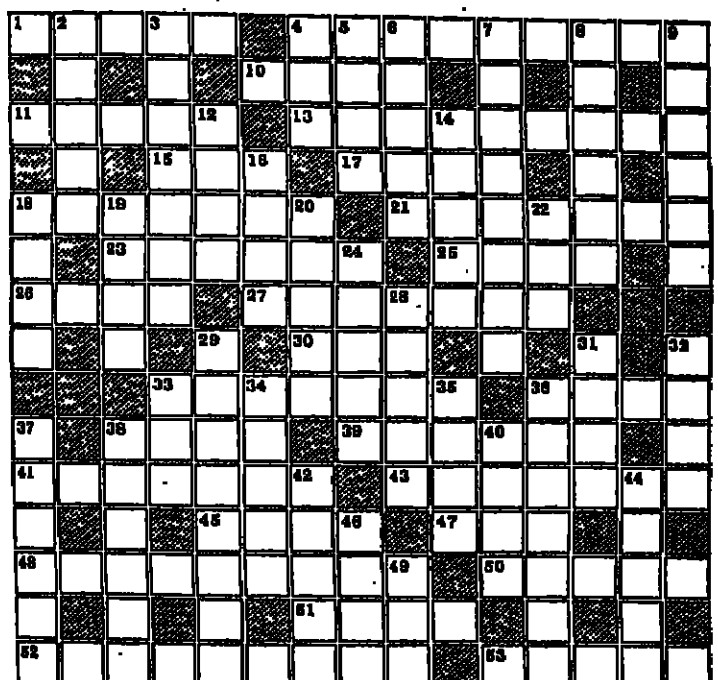
"I do not dread the likely acceleration of the trend for practising arts departments in the various institutions of higher education to collaborate and even combine in an additive way. I do not believe that the traditional expertise of the specialist colleges should be restricted only to performers and performance-teachers, or that the latter should be shunted off to a different kind of institution after a two-year course."

Professor Trowell suggested that orchestra players should be more involved with teaching and that even expert professional performers under these conditions would need to acquire educational skills. Similarly, the better performers in university music departments should have wider access to top-rank performance teaching in the specialist colleges.

He continued: "If institutions are likely to merge or to collaborate more, it will follow that a fruitful dialogue should ensue between types of teacher too long kept in separation from each other. There will be a more professional attitude to performance in degree courses, which will allow to it (and to creative work) more time and credit."

"Vocational teaching will focus upon a wider and more varied repertoire, with more consideration of forgotten performance techniques, period style and the problems of the new. There will still be plenty of

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 - 8 Deafness of the willows ditch
 - 9 Frequently under observation
 - 10 What's in this stands out
 - 11 Flighty word
 - 12 If the end of this goes in the way the whole may result
 - 13 Returns (anag.)
 - 14 Down unevenly
 - 15 A month, ending move, in Ireland
 - 16 He won't easily do so
 - 17 22 down should be this
 - 18 Contain extra, so to speak
 - 19 Head of a chapter
 - 20 Deafness of the willows ditch
 - 21 Frequently under observation
 - 22 What's in this stands out
 - 23 Flighty word
 - 24 If the end of this goes in the way the whole may result
 - 25 Returns (anag.)
 - 26 Happens afterwards
 - 27 Clinging fast to man
 - 28 A terrestrial glider
 - 29 The final crack
 - 30 The little devil on our money
 - 31 Simplest creature
 - 32 Time measurement
 - 33 Round like a curve on a
 - 34 Ladder in peering mood
 - 35 Prisms are commonly this
 - 36 City the best
 - 37 Lull in peering mood
 - 38 Prisms are commonly this
 - 39 City the best
 - 40 Half in Scotland may mean more
 - 41 Works, but usually plays
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Continued on following page

THE ARTS IN HIGHER EDUCATION

A special kind of knowledge

When a country is bleeding from unemployment, crippled with social divisions, and reeling from conflicting ideologies, one can argue from almost any point of view that public money should not be spent on the arts at all. Let alone on the arts in higher education. Some might say that all surplus money should be invested in industrial and social development, while others might warn that public funding of the arts could only be designed to dull the political consciousness of the masses with vicarious entertainment, like the bread and circuses of the Roman emperors, and to support the hegemony of certain classes.

On the other hand, powerful arguments have been advanced for the necessity of the arts, no matter how harsh the economic climate. It has been claimed, for example, that their effective qualities make them particularly suitable vehicles for articulating social protest and asserting individual freedom; that their appeal to the senses and their challenge to a supposed need for orderly, skilful activity helps to channel impulses that might otherwise be used in destructive ways, such as torture, vandalism and violence; or that they are special kinds of knowledge that can be had in other ways and therefore have value in themselves.

The force of such arguments rests very much on how the arts are used in society; for they are always social phenomena, and how people define and execute them is an essential part of their character. Another common theme of the arguments is their emphasis on the involvement of the body and on inner experience. It is for this reason that I used the familiar metaphor of a country as a damaged body. The therapeutic and restorative power of the arts is constantly invoked in support of their widespread use in society.

Even so, the necessity of the arts in social life, and perhaps in primary and secondary schools, as desirable for the development of the whole person, does not automatically qualify them for a place in higher education, except as subjects in which teachers should be trained. The pursuit of excellence in the arts requires almost obsessive devotion to one skill, such as playing the piano, singing opera, dancing ballet, improvising jazz, or painting pictures. This cannot be equated with the more comprehensive and practical skills that must be learnt by, for example, doctors, engineers, or architects, because it is not quite clear what exactly are the benefits to be derived from the arts as special kinds of knowledge.

Any shared symbol-system can be a basis for human communication, and so artists could be described as creators and performers of totemic rites whose value lies in the social solidarity and sense of well-being that people derive from coming together with a common purpose. What all participants share is the special knowledge of a self-selected class of people; expansion of that knowledge is chiefly in the interests of the spread of influence of the classes who control and identify themselves with the knowledge. As such, the arts would be too limited and too specialized to qualify for public expense and the attention of higher education.

Similarly, if the task of artists is primarily to entertain others, even the need to fill the increasing amount of free time in modern industrial societies cannot justify further training in universities and polytechnics.

John Blacking calls for a unity of producers and consumers of art

unless it can be shown that the luxury of entertainment expands people's knowledge and releases human potential - which are important aims of higher education.

If, however, the arts are not merely luxuries or optional extras, and if they have a serious purpose beyond that of entertainment, then they have a place in higher education, but not so much for the final stage of training professional artists, as for the special education of all university and polytechnic staff and students, and through them the society at large. No matter how practical their service to society is not like that of other professions. In so far as they are special kinds of knowledge, their educational value is as shared, and not received, knowledge. If they are therapeutic and restorative, their effectiveness depends as much on the sensitivity and intelligence of the receivers as on the creative and executive skills of "artists".

Artistic creation and performance are concerned with organizing symbols in new ways and making sense of them, and in this respect audiences perform no less than pianists, and performers and audiences recreate a written work every time they perform it. The value of Bach's music resides as much in the sense that successive generations of human beings have been able to make of it as in the magnificence of Bach's original conceptions. Criticism and appreciation without some experience of actual performance are inevitably inadequate, but the purpose of higher education in the arts must be to promote and cultivate the artistic potential of all human beings, to integrate the arts with life, and always to call in question the role of the arts in our own society by investigating the widest range of artistic expression in the greatest variety of contexts.

The arts are special kinds of knowledge, not because "artists are special kinds of people" but, to quote Eric Gill, because "people are special kinds of artists" who possess capacities to make sense of the world with symbols whose structures and coherence do not have any immediate practical application. The arts provide important means of reflection, of sensing order and ordering experience, and relating inner sensations to the life of feeling of one's society.

We do not yet know to what extent human beings create and make sense of "music", "dance", and other "art" forms with general cognitive capacities with specific modes peculiar to each form, or with a general "artistic process". Nor do we know how skill in one "art" is related to skills in other "arts" or in activities such as mathematics, politics, engineering, or medicine. One particularly important feature of "artistic" experience is the transfer from verbal to predominantly nonverbal modes of discourse. It is not that people abandon reason for emotion when they use "the arts", but that they often introduce another kind of argument, whose grammar and content are most effectively, though not exclusively, expressed in nonverbal languages.

I have placed "music", "dance", "the arts" etc. in inverted commas, because we do not know what they are and because anthropological research has shown that though our current classification and separation of "the arts" may reflect the technological division of labour in our society, it does not express a universal reality of the arts as a human phenomenon. It also shows that many of the aims of philosophers and educationists in the arts have been successfully achieved in other societies, where it is believed that the arts and artistic practice are central to the definition and expression of our humanity and all that it implies.

Higher education in the United Kingdom must therefore take on board the critical study of different conceptualizations of the arts and different forms of artistic practice. This is not just a public relations exercise for the country's leaders of tomorrow, because the multi-ethnic composition of the United Kingdom and its trading and diplomatic links will bring them regularly into contact with people for whom alternative forms of artistic expression are very important. Part of any programme of reconstruction for any country must ensure that its members recover the full ownership of their senses, as a prerequisite for structured, practical action. This can best be achieved through exercise of the artistic process, which is a way of finding and expressing individuality in community. We have many models for action from other societies as well as our own.

The important developments of the future must be in abolishing the distinction between producers and consumers of art, in the restoration of people's right to artistic experience and the cultivation of excellence, and in the reintegration of the arts themselves and of the relationships between art and life. In a society which has been torn apart by the consequences of the technological division of



Royal College of Art student works on glass panel.

the arts in institutions of higher labour, the abolition of a division of labour in the arts can be the first step towards restoration of consciousness and ownership of the senses. This will depend on a scientific attitude to the study and use of education. The knowledge that the arts offer is experiential and philosophical, rather than strictly vocational, and so they have to be as

universal as chemistry and physics: what is taught and what is learnt reinforces the existing class and structures of our society by promoting the politico/aesthetic interests of narrow groups, it will betray the aims of higher education.

The author is a professor at Queen's University, Belfast.

The conflict between elitism and community politics

Arts educators had a responsibility to the community to see that those who benefited from a higher education in the arts were made aware of the contemporary cultural context with all its social conflicts. Mr Malcolm Griffiths course leader in theatre design at Trent Polytechnic, argued in his paper to the seminar.

"Most arts courses programme students to confront important examples of past artistic achievement in order to identify an authenticating tradition - as in the case of history of art and design within art and design colleges - but few, as yet, require students to confront the contemporary social context to the same degree", he said.

Yet by making students aware of these issues also they would be able to determine their own future contributions in a more informed and questioning way and so encourage in them a greater perception of their own responsibility to the community. This was important for two reasons, because access to higher education, and to arts higher education, was largely limited to the socially privileged, and because the arts should be viewed as a tool for people to use rather than as an artefact to be admired.

Mr Griffiths added: "Artists working within the community should stimulate the participation of people through supporting their efforts to devise expressions of their social identity, not by providing hand-made solutions derived from past practices, however resilient and expressive they might have been and continue to be. Experimentation, not prescription, is of the essence".

He sharply criticized the image of artistic achievement and appreciation as a pyramid. The inherent danger in this image was that it could lead to the assumption that the emergence of the top marked an innate superiority over the structure underneath. A

pyramid could also be a heavily fortified mausoleum for the protection of a pampered lifeless corpse.

Arguments in favour of centres of excellence within the arts and arts education were propounded not only to justify increased public investment and to prove the rigourousness of assessment within the arts "but to promote those areas which can most readily be defended as prominent examples of how public funds secure the idea of Britain as a cultured and civilizing nation".

Mr Griffiths was also critical of the role of higher education in the arts. "In its selection of examples, precedents, and values higher education plays an authenticating role in its study and of preparation for the arts", he argued. He added that artistic work that could not be approached without tackling its social context and which repudiated "introspective experimental cooties" was often ignored.

"The arts should not see themselves above all as upholders of cherished traditions on behalf of the community but should also become responsive to the ways in which different parts of society are attempting to develop new forms of cultural expression and, therefore, responsible for ensuring that resources are made available in a more open fashion".

He insisted that he was not condemning the important developments in arts education that have taken place, but proposing instead that the resources accumulated in the pursuit of excellence should be made more widely available, to the working class and to ethnic minorities.

But Mr Griffiths gave a warning: "The established structures of both the arts and higher education together with the present cutbacks will make this exceptionally difficult, though not impossible".

The scholar

continued from previous page

room for variety, both between institutions and, if the agglomeration of students are large enough, within certain institutions.

Professor Trowell pointed out that music degrees had generally won their case for allowing proper weight to the creative and even intuitive expertise of the performing artist as well as the theoretical, analytical, and critical skills more normally expected in an academic degree. The recognition had come more easily in institutions where music had been organized as a separate faculty.

"Perhaps performing arts should normally come under some separate form of academics organization", he added. "There is certainly a need to explain the nature and academic claims of the arts to colleagues who have little experience of them".

He also recognized the force of the understandable demand for some element of academic rigour. In every part in such activity which, as F. K. Prochaska has shown, made a particular appeal to them and compensated for the lack of other outlets for their time and abilities.

Professor Trowell was, however, critical of the recent actions of the University Grants Committee. He said that certain departments seemed to have indicated for closure purely on grounds of small size and poor cost-effectiveness.

"Could one blame a near-bankrupt university which opted to cut down on a non-teaching director of music or drama or some other such 'mature' without the high expense of a department?" he asked.

"A theatre or a concert hall has value to the larger community outside the campus, and there are examples of a university-run school of music offering good tuition in performance to both town and gown. This is an issue too big to be left to the UGC."

The Penlee life boat disaster appeal gave renewed prominence to the rôle of charitable and philanthropic activity in Britain. The appeal was the latest of several made in recent times. Similar appeals were made after the Gillingham bus accident in 1951, the Lynton and Lynmouth floods in 1952 and the Aberfan mine disaster in 1966 - and the generosity of the response on each occasion prompted similar problems to those raised at Penlee. The tradition of a publicly subscribed relief fund is, in fact, a long one: the eighteenth and nineteenth centuries saw many such appeals in the wake of disasters or emergencies. But if a degree of continuity is discernible in this area of voluntary giving and service, in other areas - of a less dramatic and sensational nature - the continuity may seem less obvious. Earlier ages clearly gave much greater emphasis to such endeavour than our own, when the state has taken over so many functions. Nevertheless, the tradition of private charity and philanthropy is far from dead and to this day, retains a distinctive place alongside and, indeed, within state provision.

The Victorian period was one which laid great store on charitable and philanthropic effort. "Happily in this country no idea of charity is allowed to remain barren. You have only to cast it upon the waters and you very soon find that it takes root and spreads. You find that there are kind hearts willing to take it up, that wealth is forthcoming, that personal zeal is not wanting and that a good idea is sure to reach its due development." So said the Earl of Harrowby in 1852 when addressing the Ragged School Union. The earl's metaphors may have been mixed but his point was valid. Public provision for the problems of poverty and social deprivation did increase and expand in the course of the nineteenth century; but any account of Victorian social policy which concentrates only on official measures such as the Poor Law omits a vast area of unofficial activity. Contemporaries, indeed, often regarded public and statutory provision as impersonal, bureaucratic, centralizing and expensive; as the *Edinburgh Review* put it in 1861, there was a determination to concentrate our affairs without the interference of the state". Even the Poor Law concentrated its attention on the destitute, and the poor, it was felt, should improve their own condition by finding regular employment, or, in extremis, might be assisted by private charity. The Victorians made an immense investment of time, talents and possessions in the service of their fellows: the investment of all three - if not necessarily in equal proportions - is essential to a full definition of philanthropy. One observer in 1853 indeed, felt that the investment was excessive. The charities of England, he wrote "in extent, variety and amount are something perfectly stupendous. There is scarcely a conceivable form of human want or wretchedness for which a special and appropriate provision has not been made". He concluded that "from the cradle to the grave", Englishmen were surrounded with impudently benevolent.

The circumstances which led Victorians to indulge in charity and philanthropy were numerous and varied. Philanthropists were sometimes bachelors, spinsters, widows or housewives; often they had means and leisure. Women played a notable part in such activity which, as F. K. Prochaska has shown, made a particular appeal to them and compensated for the lack of other outlets for their time and abilities. One such young woman voluntarily enrolled herself in the Infant Bonds of Joy and was "pledged never through life to use tobacco in any form". The boys were her companions "during the revolving duties of the day" and Mr Pardiggle was also conscripted to play his part under her direction. "Thus", said Mrs Pardiggle, "things are made not only pleasant to ourselves, but, we trust, improving to others".

"Pleasant to ourselves": this observation shrewdly hints at the personal pleasure and satisfaction which philanthropy could give. It is, indeed, possible to interpret Victorian - or indeed any - charity or philanthropy as a kind of personal or social therapy. It could bring a glow of self-satisfaction; it could remove



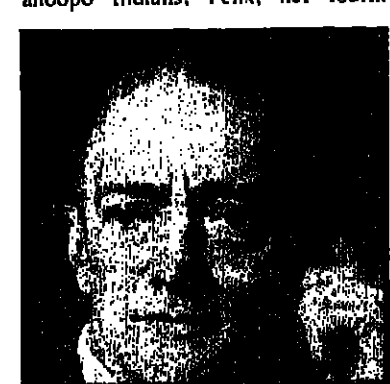
The Charles Henry Ashley replaced the lost Penlee lifeboat.

Charity patches up the holes in state provision for the poor and needy, argues Geoffrey Finlayson

Penlee's appeal to philanthropy

wealth to herself and was constrained to use it for the benefit of others; a rôle much assisted by Charles Dickens, who took a large part in supervising and channelling her benevolence. It was estimated in the 1880s that she had given away some £3 to £4 million; and she lived until 1906. Initially, much of her philanthropy was devoted to church work but - partly owing to the influence of Dickens - it later broadened to include a host of other causes, most notably education and child welfare projects. If Angela Burdett Courts represented the profusion of Victorian philanthropy, she may also be said to have made a profession of it: not unlike her grandfather in his banking work, she was methodical and businesslike in her methods.

The Victorian "lady of benevolence" also appeared in the fiction of the period: indeed Charles Dickens himself did much to satirize some of the more eccentric forms of Victorian philanthropic activity. There was his character in *Bleak House*, Mrs Pardiggle, described as "an active member of many general committees". She was "a formidable style of lady, with spectacles, a prominent nose and a loud voice, who had the effect of wanting a great deal of room". She - and her unfortunate five boys - were indefatigable in well-doing. Egbert, the eldest, had sent his pocket money to the Tockahoopo Indians; Felix, her fourth



Lord Nuffield: money to Oxford.

son, had devoted eightpence to the superannuated widows; Alfred, the youngest, had voluntarily enrolled himself in the Infant Bonds of Joy and was "pledged never through life to use tobacco in any form". The boys were her companions "during the revolving duties of the day" and Mr Pardiggle was also conscripted to play his part under her direction. "Thus", said Mrs Pardiggle, "things are made not only pleasant to ourselves, but, we trust, improving to others".

"Pleasant to ourselves": this observation shrewdly hints at the personal pleasure and satisfaction which philanthropy could give. It is, indeed, possible to interpret Victorian - or indeed any - charity or philanthropy as a kind of personal or social therapy. It could bring a glow of self-satisfaction; it could remove

or assuage feelings of guilt on the part of the donor; he or she could feel that inherited status or money was, in a sense, justified if used in the service of others. Philanthropic activity could, therefore, keep self-doubt at bay; or, in a corporate sense, could fend off attacks on privilege and the inequitable distribution of wealth. It might, too, act as a kind of social control by imposing a sense of obligation on the part of the receiver: in their gratitude for the largesse of the rich, the poor might remain deferential and submissive.

Such an interpretation, however, fails to take account of the idealism and religious commitment which often drove Victorians to indulge in good works. The Earl of Harrowby ascribed the charitable effort which he noted in his speech to the Ragged School Union to "a deep sense of... religious responsibilities"; and this has much truth in it. Many Victorians - especially, but not exclusively, evangelicals - were acutely sensitive to their social obligations and undertook burdensome tasks, which brought little or no material reward, to discharge what they saw as their duty to God and to their fellows. To see some element of personal or social therapy in Victorian philanthropy is not without justification; indeed, it would be surprising if such were absent. But to interpret it entirely in these terms is unduly cynical.

Yet by the late nineteenth century, such views were coming under attack. By then there was a questioning of ideas and assumptions that poverty and degradation were simply the result of moral failing, manifested in drink, improvidence or neglect of family obligations. The high unemployment rates of the mid-1880s prompted some re-assessment of earlier ideas; and increasing attention was given to such causes of poverty as unavoidable unemployment, low wages, ill-health and old age. Various influential publications highlighted these issues - one of these being the Rev. Andrew Rowntree's pamphlet of 1883 *The Bitter Cry of Outcast London*, reproduced in the *Pall Mall Gazette*, whose editor W. T. Stead, had an interest in social matters. Charles Booth's social survey of conditions in London, undertaken during the late 1880s and 1890s and published in 17 volumes as *Life and Labour of the People in London* indicated 30 per cent of Londoners lived below the level of pure subsistence. In the face of such evidence, it became increasingly clear to many late Victorian and Edwardians that private charity and philanthropy were insufficient and that collective action through the state was necessary. Booth asked whether it was not reasonable "for the state to nurse the helpless and incompetent as we in our own families nurse the old, the young and the sick, and provide for those who are not competent to provide for themselves." It is true that the "moral"

aspect noted in Octavia Hill was not absent from Booth; and his work could be harmonized with the belief that the working classes could be divided into the deserving and the undeserving: the "respectable" poor and the rest. Moreover, the majority report of the Royal Commission on the Poor Laws, which sat between 1905 and 1909 still smacked of individualism, even if in somewhat watered-down form. It equated the state with the Poor Law authorities and still felt that private charity should shoulder much of the responsibility for the relief of distress. The minority report, however - which emanated largely from the initiative of Beatrice Webb - rejected the idea that the underserving poor should be handled by the state through the Poor Law and the deserving poor by private charity. Despite the opposition of Beatrice Webb to charity work in large measure caused by social and economic conditions; and to these conditions, philanthropy in itself was unable to provide an answer.

Cadbury's and Rowntree's belief in the importance of good working and living conditions was not new. Robert Owen had argued a similar case in the early nineteenth century; and, from a different stance, Shaftesbury had argued a similar case in the mid to later nineteenth century. Laid great stress on the need for a civilized environment as a prerequisite for civilized - and Christian - conduct. Shaftesbury had also urged the need for legislative as well as philanthropic endeavour and in Parliament had promoted numerous measures to curtail working hours for children and young persons and to improve public health. Shaftesbury's approach, however, was based essentially on removing hindrances which inhibited the individual from developing his moral and spiritual capacity. The emphasis in the early twentieth century was a more positive one and envisaged much greater state provision - rather than simple regulation - than Shaftesbury would have approved of.

It is, of course, a truism that in the course of the twentieth century, the state has taken over many of the social functions previously carried out by charity and philanthropy. Cadbury and Rowntree, indeed, provided one impetus for the social legislation of the Liberal government between 1906 and 1911 dealing, as it did, with the hazards of ill-health, unemployment and old age. Again, it is a mistake to see this as a total abandonment of earlier views and assumptions. There was still a desire to provide mainly for the respectable poor; thus old-age pensions, introduced in 1908, were not made available to the habitually improvident or the pauper; and workers who were dismissed for misconduct no longer enjoyed any right to unemployment benefit under the National Insurance Act of 1911. The Liberal measure, J. R. Hay has written, was "de-

some characteristics as Bournville."

Cadbury admitted to a "selfish" motive in his giving: in giving away his money, he was, he said, also giving away his worries. Further, both Cadbury's and Rowntree's work was quite compatible with business success and might, indeed, contribute to it. But these points apart, both men felt that the living and working environment was extremely important. How, asked Cadbury, could a man "cultivate ideals when his house is a slum and his only possible place of recreation is the public house?"

To win people to better ideals, "you must give them better conditions of life." Cadbury and Rowntree were doubtful about the sufficiency of philanthropy in tackling social problems; rather, they were aware of its limitations. Cadbury felt that public attention should be brought to bear on social problems and, from 1891 onwards, embarked on the purchase of newspapers, all of which became vehicles for social reform. "Much current philanthropic effort" he wrote, "is directed to remedying the more superficial evils." He hoped that his newspapers would be "of service in assisting those who are seeking to remove their underlying causes".

The consequence of one of Rowntree's trusts, moreover, was greatly to reinforce the arguments of those who sought to remove the "underlying causes". This was a trust to finance social investigations; and, under its terms, Seebohm Rowntree carried out a survey of York, published in 1901 as *Poverty. A Study of Town Life*. It was a similar exercise to that of Booth in London but took more account of changing social, economic and personal conditions in determining poverty. Rowntree's conclusions were virtually identical to those of Booth; that 30 per cent of the population of York were living in poverty. And the evidence which Rowntree presented made it even harder to sustain a purely moral and personal case for the prevalence of such poverty. Some half of the working men in poverty had regular employment but their wages were extremely low; they could not be accused of idleness. Poverty could also be caused by the death of the chief wage earner; and again, no blame could be attached here. Rowntree concluded, therefore, that poverty was in large measure caused by social and economic conditions; and to these conditions, philanthropy in itself was unable to provide an answer.

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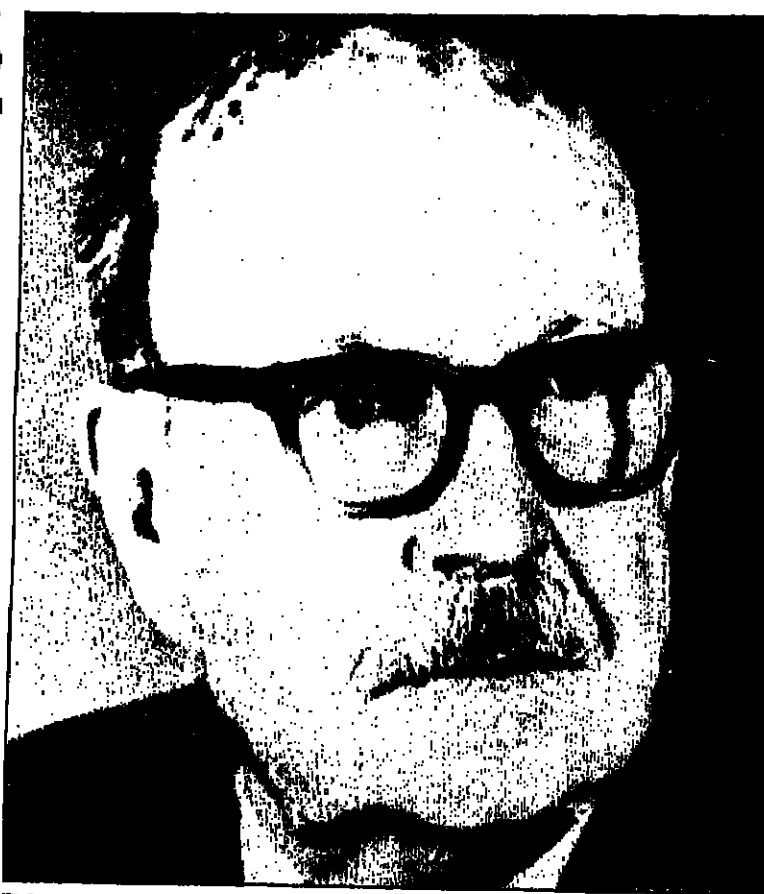
The Sociology of Talcott Parsons by François Bourricaud translated by Arthur Goldhammer University of Chicago Press, £16.10 ISBN 0 226 06755 6

The Sociology of Talcott Parsons: the social relations of action by Stephen P. Savage Macmillan, £20.00 ISBN 0 333 24565 2

"Who now reads Spencer? It is difficult for us to realize how great a stir he made in the world... He was the intimate confidant of a strange and rather unsatisfactory God, whom he called the principle of Evolution. His God has betrayed him. We have evolved beyond Spencer." Professor Brinton's verdict may be paraphrased as that of the coroner: "Dead by suicide or at the hands of person or persons unknown." We must agree with the verdict. Spencer is dead. Not, of course, that nothing in his thought will last. It is his social theory as a total structure that is dead.

These words are the opening lines of Parsons's *The Structure of Social Action*, first published in 1937. Today the large majority of sociologists would regard them as an uncanny prediction for Parsonian theory itself - for Spencer, read Parsons. It is therefore intriguing that 1981 should have seen the simultaneous publication of two books on Parsons. To be sure both are critical - one modestly, one radically. But both clearly regard (further) discussion of Parsonian social theory as worthwhile. As Savage expresses it, "It is a merit of his work that he has sought to answer questions where others have not even seen the possibility of a question."

Would that Bourricaud's detailed and sensitive volume had been available twenty years ago when Parsonian theory was in its heyday. For although the author modestly implies that "a comprehensive and detailed introduction to this important thinker [is not] within my powers", he really has provided us with just that. The *Sociology of Talcott Parsons* examines Parsonian theory largely in chronological terms, with the dichotomy of "action theory" and "systems theory" providing the unifying theme. First published in French, the original title, *L'individualisme institutionnel*, in the eyes of Bourricaud "sums up and reconciles the two



Talcott Parsons

aspects of Parsons's inspiration, the one emphasizing the objectivity of social order, the other the activity of individuals."

Before Parsons's inspirations are examined the introduction, largely methodological, discusses the real meaning of terms like "paradigm", "theory", "empirical verification", before ending with a spirited critique of positivism. Much of this is pushing against an open door. The "sine and rigour of theory" having been (yet again) established, the curtain rises. The scene is, of course, 1937 and the influence of the Founding Fathers of Sociology (Durkheim, Weber and Pareto) on Parsons's ambition to lay the solid theoretical foundations of the discipline. All the issues that one might expect to find are here. There are separate chapters on the social system, the political sub-system and social change. The AGIL and pattern variable schemata are analysed as are socialization, deviant behaviour, religion and the ubiquitous relation between doctor and patient. Throughout there is a defence against Parsons's critics, beginning with his Harvard colleague George Homans and ending with the critical sociologists who "imagine the existence of an evil genius" in society. Whatever these superficial critics may claim to the contrary, the skill with which Parsons avoided the pitfalls of "vulgar functionalism" and "social determinism" of which Marxism is an example" must now be recognized.

Stephen Savage is less ingenious. Like Bourricaud he examines in some detail the primary elements of Parsons's social theory but in contrast concludes that it contains severe theoretical shortcomings. This conclusion stems not only from Savage's own reading of Parsons but is also predicated on an evaluation of existing criticisms of Parsonian theory. Such an exercise, Savage argues, requires scrutiny, first of "criticism" in general, and secondly of the more abstract problem of the "analysis of discourse". In fact four distinct modes of critique of Parsons are examined and all are found wanting. This, of course, paves the way for Savage's own position which is that "a strictly theoretical mode of critique of discourse must involve an analysis of the internal forms of discourse". The emphasis, in other words, is on the examination of the internal logic of the theory.

Savage concentrates on the three most important elements of Parsonianism: social action, the economy and the social system; and the theory of change and social evolution. His overall evaluation is unambiguous: "Parsonian theory is not a coherent body of concepts which to base a social theory. More precisely, Savage is anxious to highlight the contradiction between action and social systems theory. "The two orders of concepts are not logical

ly or theoretically compatible" and the "teleological and ultimately speculative character" of Parsons's analysis of social change.

These conclusions are hardly novel. And in the 1980s they cannot be expected to cause the stir they might have done two or three decades earlier. For, to return to my initial quotation, we have evolved beyond Parsons.

Gavin Mackenzie

Gavin Mackenzie is a fellow of Jesus College, Cambridge.

Refugee stories

The Heart Grown Bitter: a chronicle of Cyprus war refugees by Peter Loizos Cambridge University Press, £17.50 ISBN 0 521 24230 4 and 28546 1

In the summer of 1974, following a right-wing Greek-Cypriot coup d'état, the island of Cyprus was torn apart by the military invasion and occupation of its northern sector by the armed forces of mainland Turkey. As a result of this partition, and of the more localized level during the preceding ten years, some two fifths of the island's population became refugees within their own country.

To the tourist visiting the burgeoning holiday resorts of southern Cyprus, the scars of war are largely invisible. A minaret here and there, and some Turkish street-signs, may speak of an absent past; more rarely the visitor may have glimpsed in the distance the rows of tents or huts of a refugee camp. Yet despite the facade of normality, the scars are there none the less, in the minds and lives of relationships of almost every citizen person seen. For myself the July was brought home most forcefully by a gentle black-garbed old lady, a chance companion on a flight out of Larnaca airport. After chatting amiably about her married daughter and grandchildren in London, she switched calmly to reveal the full story of the loss of her only son, and of every possession in the fighting; how after living in a tent house on the top floor of a new government-built apartment block far from anywhere and anyone she knew, and how she had then sat and watched her husband pine to death.

In her attitude there was as much resignation to her fate as of bitterness, that perhaps is a particularly Greek-Cypriot characteristic. But if one wishes to understand

that feeling of bitterness that must lie deep in every refugee's heart, Peter Loizos's book provides a powerful account of the kind of experiences that give rise to it. Loizos is a social anthropologist who, on his father's side, is himself a Greek-Cypriot, and although born and bred in England, he re-established his ties with his father's village in the course of a research study of local-level politics in Cyprus (*The Greek Gift*, 1975). But while the book was still in proof stage the disaster struck, and the villagers were forced to flee the invaders, maybe never to return.

The contrast between the dispassionate formal analysis of the earlier work, and the compassion and vividness of the present book is remarkable. History is seen through the eyes of the villagers, but this time it is the making of it by the villagers themselves. We read, for instance, of individuals such as Mourtena, who escaped at the last minute and hid for days with her lame husband and other elderly people in an orange grove; how her skillful avoidance and deception of the Turkish soldiers saved their lives, and how she crept out to tend the ikons in a little church that had been desecrated. We read of such as Kajis, the militant EOKA B supporter of the initial right-wing coup, who joined a retaliatory attack on the neighbouring Turkish-Cypriot village, and who horrifyingly recounts how seven in their home in cold blood. We read of such as Sophia Paphiti, who with her daughters had struggled over the years to build up her own village bakery, and who now, separated from her daughters, despaired at having lost everything she and her husband had possessed.

But this book is not solely a moving testament; it is also a work of literary and academic merit. The presentation has striking originality, with the individual cameos interposed within a broader narrative structure which contains many incisive analytical comments. Furthermore, each new *dramatis persona* is introduced with an inset photograph and brief life-history, a device that further enhances one's impression of watching a film in literary form. The academic strengths of the book are by contrast unobtrusive, consisting primarily in the almost unique kind of ethnography that the poignancy of the experiences and Loizos's relation to them have made possible. The general reader will be wisely spared the obligation to read the self-conscious and critical observations on research method, and the discussion of comparative and conceptual aspects of the study, which the author has incorporated into two succinct and thought-provoking appendices.

A key question - as the humble research student seeking access to the smallest of agencies will know is *trust*, rather than quality or objectivity of information that may eventually be provided. The condensed nature of the information as it travels upwards to the top of the hierarchy trust is who provide them with information and that they have confidence that the information transmitted to them can be substantiated. It is no real surprise, therefore that the factor most strongly affecting utilization came through a trusted staff aide.

British readers may respond to this thesis with recognition, tinged with despair to ready acceptance. Yet care is needed. The multi-agency, multi-purpose nature of CNS sets it apart from the smaller-scale projects more typical of this field. Unlike the latter, policy research, the separation of sponsor and customer in this project served to bring the issues of ordination and information control to the centre stage. Policy research remains genuine concerns of policy-makers, although organizational interests are at least as important. Yet much of the foregoing may appear needless in the present UK climate. It is ten years since Lord Rothschild's report on the organization and management of government research and development established the present pattern of customer/contractor relations, not good. The Department of Education and Science has recently asked Lord Rothschild to take a second look at research in the social sciences, and conduct an independent view of the scale and nature of the Social Science Research Council's work. This comes in the wake of a 25 per cent cut in the SSRC budget since 1979, and could herald some curtailing and reorganization of the future policy research.

Robin Oakley

Robin Oakley is lecturer in sociology at Bedford College, London.

Policy research

Social Science Information and Public Policy-Making: the interaction between bureaucratic politics and the use of survey data by Robert F. Rich Jossey-Bass, £12.95 ISBN 0 87589 497 6

The aftermath of the failure of the American poverty programme brought widespread uncertainty about the role of social sciences - an uncertainty which has grown deeper in the subsequent years. The knowledge industry, which flourished in the West after the Second World War is now at bay. The Continuous National Survey (CNS), conducted by the National Opinion Research Center at the University of Chicago, and appraised by Robert Rich in this intriguing case study, was born into this uncertainty.

The CNS was an ambitious attempt to carry through a multi-purpose survey, reporting every four weeks, for use by a variety of national agencies. Based on a national sample of the adult (18 years and

over) non-institutionalized population, the survey collected information concerning selected aspects of neighbourhood and community life, with special emphasis on local service systems.

The experiment was an analogue both in terms of the substance of the survey and the variety of sponsors. The main user agencies were the Department of Housing and Urban Development, Department of Transportation, Department of Agriculture, National Institute of Education, and Federal Energy Office. Each participating federal agency was assigned a fixed amount of time in each bi-weekly survey, and used that allocation to get at a mixture of monitoring issues - "hot issue" questions aimed at the immediate needs of policy-makers and, more methodological questions aimed at measuring attitudes and behaviour over time. Policy in the area of energy-saving became a major theme within CNS.

It is often argued that if information passed to policy-makers is to be cost effective and relevant, it must be utilized. The core of Rich's argument is that the probability of information being used is less a consequence of the appropriateness of the information to substantive policy than it is of the utility of the information to bureaucratic interests.

Attempts to trace data utilization are fraught with difficulties. Information may have an impact on policy-making that can be documented, or it may less directly influence a policy-maker's thinking without a direct instrumental use. Moreover, information travels upwards through the policy-making hierarchy, the amount of information is filtered and drastically reduced. It is on this information flow, together with the fact that Rich concentrates his account on the demise of CNS after an operational life of 18 months, he argues convincingly that it was questions of bureaucratic ordination and information control rather than doubts about the technical capabilities of NORC to supply the information, which led to its downfall. Agencies are resistant to sharing information, regardless of its quality.

In all these matters, Knecht presents a picture of great clarity. In particular, he shows how Francis had to face possible contradictions between his religious and diplomatic priorities. The book hints at the development of a kind of Gaulism *avant la lettre* with French diplomacy against the (Catholic) Habsburgs enlisting support from English and German heretics: even from the Turk. The Cardinal-Ministers of the following century would have recognized the problem, and no doubt have applauded Francis's response. They, too, had Habsburgs to fight.

Some uncertainties remain, and these chiefly concern the internal structure of the regime. Knecht is convincingly sceptical of recent attempts to portray early sixteenth-century France as governed along "contractual" or "representative" lines. All manner of local or corporate privileges certainly existed; but in the face of necessity Francis struck them down. Knecht goes further, however, hinting at some more systematic drive towards centralization. This is harder to demonstrate. In the administration of royal finances, attempts at greater central control were certainly undertaken from 1523 onwards. But the short-term financial exigencies of war government, sold whatever came to hand: jobs, land, royal revenues. "Privatization" is a modern coinage; the thing itself is older.

Again, uncertainties surround the crucial relationship between crown and nobility. The rebel Bourbon is written off as an anachronism in the face of an emergent national state, and a faction triumphs at the end of the reign. Both claims may be true. But they sound uncomfortably close to the judgments of those commentators who - out of the dark years of the late sixteenth century - eulogized the prosperous stability of Francis's day. The actual workings of patronage and connexion remain obscure, both in the localities and at the centre of political life.

So not all problems are resolved. Francis himself is elusive. The marooned gaze of Clouet's Louvre portrait gives little away. Contemporaries noted the range of his enthusiasms - the new navigation, classical letters, women - and called him "debonair", an adjective that seems inappropriate to the war-burdened and religious repression of the 1540s. Perhaps questions of personality unanswered. Not the least virtue of Knecht's *Francis I* to clarify the problems of which we now know much: and to point to those of which we may one day know more.

BOOKS

Harder times

Francis I by R. J. Knecht Cambridge University Press, £25.00 ISBN 0 521 24344 0

In recent years, Anglophone students of French history have renewed their interest in political biography. Malcolm Vale studied Charles VII in colour miniature; while the *Choussol* of Rohan Butler - only a few years ago published to date - promises a finished structure of synchronic proportions. In scale, R. J. Knecht's long-awaited *Francis I* falls between these extremes, with Francis born on page two, and his career ending 418 pages later. This might, therefore, be called traditional political biography, at once comprehensive and manageable; certainly the core of the book treats similarly traditional themes: diplomacy (and/or open warfare), and the defence of the faith. Appropriately so: these were the preoccupations of the king.

Knecht's Francis seems to have undertaken Italian adventures as much through impulse as through calculation. The reign's opening triumph at Marignano no doubt appeared an embodiment of childhood's tales of chivalry; the triumph was not to be repeated. The election of a Habsburg Emperor in 1519 changed the whole international context, and Knecht shows with effect how war and diplomacy turned into a struggle for resources. The king's own errors may have contributed to the catastrophe of Pavia in 1525 - a letting of French noble blood unparalleled since Agincourt. Defensive preoccupations grew; the reign ended with Bonlogne in English hands.

The king's attitude to religion, too, suggests a move into harder times. Francis was always attentive to fashionable intellectuals, not all of them strictly orthodox. But what, in the 1520s and 1530s, was orthodoxy? Knecht argues effectively that in the face of clear heresy, the king's attitude was consistent; it was against it. The disturbances of 1534 changed little in essence. Now, however, religious dissent was shading closer to political subversion, with local officials justifying the repression of the Rump of 1653. Oliver Cromwell, commander-in-chief of the English army, forcibly dissolved the Rump of Long Parliament. That Parliament had been purged by Colonel Pride in December 1648 in order to make possible the trial and execution of Charles I. Many of those who acquiesced in these startling events had anticipated an epoch of radical reform: some had hoped to welcome the kingdom of God upon earth. But the Rump gave neither. The English Revolution seemed to have lost its *elan*, and the army - no mere mercenary army, but a body of citizens in arms, as it proudly proclaimed - again lost patience. Cromwell's dissolution of the Rump was popular, but the army and seemed to cause little concern elsewhere.

After some delay the Rump was replaced by Barbone's Parliament, ironically so named in reference to Praise-God Barbon, one of its members. This assembly was nominated by the officers of the army, and Cromwell handed supreme power over to it. The members were a carefully selected group of reformers, and much was expected of them, not least by Cromwell himself, who greeted them with an euphoric speech. "This may be the door to usher in things that God hath promised... I do think something is at the door, we are at the threshold." "God doth manifest it to be a day of the power of Jesus Christ". Four years later Cromwell looked back sentimentally. "All manner of local or corporate privileges certainly existed; but in the face of necessity Francis struck them down. Knecht goes further, however, hinting at some more systematic drive towards centralization. This is harder to demonstrate. In the administration of royal finances, attempts at greater central control were certainly undertaken from 1523 onwards. But the short-term financial exigencies of war government, sold whatever came to hand: jobs, land, royal revenues. "Privatization" is a modern coinage; the thing itself is older.

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Francis I by R. J. Knecht Cambridge University Press, £25.00 ISBN 0 521 24344 0

In recent years, Anglophone students of French history have renewed their interest in political biography. Malcolm Vale studied Charles VII in colour miniature; while the *Choussol* of Rohan Butler - only a few years ago published to date - promises a finished structure of synchronic proportions. In scale, R. J. Knecht's long-awaited *Francis I* falls between these extremes, with Francis born on page two, and his career ending 418 pages later. This might, therefore, be called traditional political biography, at once comprehensive and manageable; certainly the core of the book treats similarly traditional themes: diplomacy (and/or open warfare), and the defence of the faith. Appropriately so: these were the preoccupations of the king.

Knecht's Francis seems to have undertaken Italian adventures as much through impulse as through calculation. The reign's opening triumph at Marignano no doubt appeared an embodiment of childhood's tales of chivalry; the triumph was not to be repeated. The election of a Habsburg Emperor in 1519 changed the whole international context, and Knecht shows with effect how war and diplomacy turned into a struggle for resources. The king's own errors may have contributed to the catastrophe of Pavia in 1525 - a letting of French noble blood unparalleled since Agincourt. Defensive preoccupations grew; the reign ended with Bonlogne in English hands.

The king's attitude to religion, too, suggests a move into harder times. Francis was always attentive to fashionable intellectuals, not all of them strictly orthodox. But what, in the 1520s and 1530s, was orthodoxy? Knecht argues effectively that in the face of clear heresy, the king's attitude was consistent; it was against it. The disturbances of 1534 changed little in essence. Now, however, religious dissent was shading closer to political subversion, with local officials justifying the repression of the Rump of 1653. Oliver Cromwell, commander-in-chief of the English army, forcibly dissolved the Rump of Long Parliament. That Parliament had been purged by Colonel Pride in December 1648 in order to make possible the trial and execution of Charles I. Many of those who acquiesced in these startling events had anticipated an epoch of radical reform: some had hoped to welcome the kingdom of God upon earth. But the Rump gave neither. The English Revolution seemed to have lost its *elan*, and the army - no mere mercenary army, but a body of citizens in arms, as it proudly proclaimed - again lost patience. Cromwell's dissolution of the Rump was popular, but the army and seemed to cause little concern elsewhere.

After some delay the Rump was replaced by Barbone's Parliament, ironically so named in reference to Praise-God Barbon, one of its members. This assembly was nominated by the officers of the army, and Cromwell handed supreme power over to it. The members were a carefully selected group of reformers, and much was expected of them, not least by Cromwell himself, who greeted them with an euphoric speech. "This may be the door to usher in things that God hath promised... I do think something is at the door, we are at the threshold." "God doth manifest it to be a day of the power of Jesus Christ". Four years later Cromwell looked back sentimentally. "All manner of local or corporate privileges certainly existed; but in the face of necessity Francis struck them down. Knecht goes further, however, hinting at some more systematic drive towards centralization. This is harder to demonstrate. In the administration of royal finances, attempts at greater central control were certainly undertaken from 1523 onwards. But the short-term financial exigencies of war government, sold whatever came to hand: jobs, land, royal revenues. "Privatization" is a modern coinage; the thing itself is older.

Again, uncertainties surround the crucial relationship between crown and nobility. The rebel Bourbon is written off as an anachronism in the face of an emergent national state, and a faction triumphs at the end of the reign. Both claims may be true. But they sound uncomfortably close to the judgments of those commentators who - out of the dark years of the late sixteenth century - eulogized the prosperous stability of Francis's day. The actual workings of patronage and connexion remain obscure, both in the localities and at the centre of political life.

So not all problems are resolved. Francis himself is elusive. The marooned gaze of Clouet's Louvre portrait gives little away. Contemporaries noted the range of his enthusiasms - the new navigation, classical letters, women - and called him "debonair", an adjective that seems inappropriate to the war-burdened and religious repression of the 1540s. Perhaps questions of personality unanswered. Not the least virtue of Knecht's *Francis I* to clarify the problems of which we now know much: and to point to those of which we may one day know more.

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At the threshold

Commonwealth Protectorate
by Austin Woolrych
Clarendon Press: Oxford University Press, £22.50
ISBN 0 19 822659 4

Two years ago Austin Woolrych published, in volume VII of the Yale edition of Milton's complete prose, a book-length account of the period from the end of the Cromwellian protectorate to the restoration of Charles II. Now he has gone back six or seven years to produce what must be the definitive account of the period of "Barbone's Parliament."

In April 1653 Oliver Cromwell, commander-in-chief of the English army, forcibly dissolved the Rump of Long Parliament. That Parliament had been purged by Colonel Pride in December 1648 in order to make possible the trial and execution of Charles I. Many of those who acquiesced in these startling events had anticipated an epoch of radical reform: some had hoped to welcome the kingdom of God upon earth. But the Rump gave neither. The English Revolution seemed to have lost its *elan*, and the army - no mere mercenary army, but a body of citizens in arms, as it proudly proclaimed - again lost patience. Cromwell's dissolution of the Rump was popular, but the army and seemed to cause little concern elsewhere.

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BOOKS

Red Ellen

Ellen Wilkinson 1981-1947
by Betty D. Vernon
Croom Helm, £14.95
ISBN 0 85664 984 8

Since 1945 there have been just four women Ministers or Secretaries of State for Education. Ellen Wilkinson was the first. She was followed later by Florence Horsburgh, Margaret Thatcher and Shirley Williams. Like her successors Ellen Wilkinson will be remembered for achievements other than in education. But in her case they came before she became Minister of Education not after, for tragically she died after only eighteen months in office. Had she lived things might have been different, though this is unlikely since Ellen was a politician rather than a policy maker, an orator rather than an administrator, a fighter for great causes rather than a reformer of particular parts of the social structure. The influence she wielded in her political life was from the platform rather than from behind the ministerial desk.

Betty Vernon has written the first biography of Ellen Wilkinson and must be congratulated for bringing to our attention a life full of passion and conviction, energy and interest. Although she died at the age of 55, Ellen Wilkinson's work for the Labour movement spanned 35 years, during which may of the strands which form the contemporary Labour Party were woven together. "Red" Ellen was involved in many of the most important battles of the interwar years. She was a feminist, though not a militant suffragette, a trade unionist, a fervent opponent of fascism, and through representing the parliamentary constituency of Jarrow, a crusader against mass unemployment.

She was born and grew up in Ardwick, Manchester, the child of respectable working-class parents. Her father had progressed into the lower middle classes from cotton mill operative to insurance clerk. Both her parents were devout Methodists, who valued education and whose house was "not without books". The environment in which Ellen grew up was then not dissimilar to that of the children in Jackson and Marsden's study of Huddersfield working-class families who "made it" in the educational system in the fifties. Ellen made it via a scholarship to Manchester University where she read history and rapidly became involved in politics. She had in fact inherited the I.P.F. before she went to university and became an active Fabian while she was there. After she left she became a trade union official working for the shop assistants' union.

Vernon describes Ellen's progression through suffrage work, the Women's International League, trade unionism, guild socialism, the Manchester City Council and the Communist Party of Great Britain (of which she was briefly a member) to her arrival in Parliament in 1924 at the age of 33 as Member for Middlesbrough East. Vernon does not make clear why she went for a constituency in the north-east; nor does she explain why she was elected in a non-constituency area with which she had apparently little contact. She hints, however, that the backing of the shop workers' union and the money that it brought brought with it a large Liberal majority and became one of only four women MPs and the only Labour woman in the House. The initial reaction in the press was not favourable, but she was elected more on the strength of her "red" reputation than on her political record. Her reputation was varied from "Little Miss Porgy" to "A.P. Heron" and she was described as "a miniature and majestic figure, with a well-cut and ornamental hairdo. Today Mrs. Porgy."

Whether Ellen was considered for a junior ministerial post when Labour returned to office in 1929 is not made clear. However Susan Lawrence, one of the two women included in the Government, appointed Ellen as her parliamentary private secretary. We are not, however, told whether she learnt anything about or contributed anything to the development of policies in the Ministry of Health where Susan Lawrence was Parliamentary Secretary. The Labour Party's defeat in the election of 1931 put an end for some time to any further opportunities for her and along with many other Labour members Ellen lost her seat. She became a journalist writing for *Time and Tide*, the *Daily Herald* and other papers, using her lively and forceful style to campaign for causes in which she believed. She also managed to find time to write two not successful novels in the early thirties and to co-author a book on the causes of fascism. However her only book of any lasting value was the *Town That Was Murdered*, a study of the social and economic conditions of Jarrow.

Winds of change

War and Change in World Politics by Robert Gilpin
Cambridge University Press, £15.00
ISBN 0 521 24018 2
The Structure of International Conflict by C. R. Mitchell
Macmillan, £20.00
ISBN 0 333 27221 8
Social Order and the General Theory of Strategy by Alexander Aitken
Routledge & Kegan Paul, £8.50
ISBN 0 7100 0907 0

Professor Gilpin seeks to analyse and explain change in the world of states, past and present, through the application of two theoretical modes — the economic and the social. The economic mode is conceived of as rational action theory or the theory of cost-effective choice, while the social mode focuses on what the author terms "the structural and institutional determinants of individual behaviour". Change in world politics is to be understood as actions and responses within a framework of norms and values which reflect the interests of the more powerful states, whose purpose is to maintain and increase power. States are bound by a common rationality conceived of as a commensurate or appropriate relationship between means and the ends sought. And so their efforts in pursuit of equilibrium are not in a state of equilibrium, but rather a process of change, which continues until an equilibrium is reached between the costs and benefits of further change. Using this approach the author seeks to clarify the phenomenon and issues of war, and he asks the questions "In what sense is war an instrument of change and what are its present dangers?"

Professor Gilpin does not claim to advance a general theory of international relations but to offer a framework for thinking about the problem of war and change in world politics. Such a framework he claims is an aid to explanation rather than an explanation in itself. And the level of generalization in his analysis is not high, as he says "The approach is concerned with testable empirical hypotheses. In short, this approach is typical of the many sub-theoretical attempts at systematizing and organizing world politics in the literature. Like them the author wishes not merely to explain or to aid explanation but to support a level of prescription for the solution of the world's ills. An understanding of the link between war and change, will, in his opinion, aid the cause of world peace.

There are serious problems about the application of rational action theory and holistic social theories to world politics. Quite apart from their inherent weaknesses as explanatory forms, they ignore the transient nature of relations between governments in an area notoriously lacking in any social or political institutions. Moreover, they ignore questions of value and ideological commitment, the problem of multiple and conflicting ends, the role of chance, and the actual reasoning of the actors in terms of their range of preferences and perceptions of the world. The concept of change is extremely ambiguous. There is a danger of circularity in determining which aspects of human reasoning and action should be deemed to change. If an explanation of political change is sought in a question of change, then this begs the question of change. In the allegedly unchanging social environment, and vice versa. The author's assertion that there are constants and what he terms "the structural and institutional determinants of individual behaviour" is totally unhistorical and unsupported by any evidence, other than by selected instances. There is a circularity here too.

In spite of these reservations the book is well-written and free from jargon. It has the merit of relating economic aspects of inter-state relations to the political in a manner which is often suggestive and interesting. The theoretical "underpinning" is not obtuse, and the level of political analysis in the historical ideas capable of development. In the overall balance of the book the author's explanation of the relationship between theory and practice, with relating involvement with theoretical questions is perhaps more of a gesture to the guru of political science than a serious commitment. After this ritual obeisance Professor Gilpin provides a plausible and intelligent, and intellectually stimulating, if speculative, study of major issues in world politics. As such it can be strongly recommended.

The same regretably cannot be said of *The Structure of International Conflict*. This book positively creaks with theory. Its author seeks to construct a coherent framework based on conflict research in order to provide an understanding of future as well as of past conflicts. Conflict research is concerned with elucidating the causes of violence and with establishing pre-conditions for peace. Such a laudable purpose is frustrated by the serious category mistakes made in this type of theorizing. The basic assumptions as stated by the author are: that social phenomena can be identified and detached for "observation", as in the analogous case of physiological processes, without reference to the inquiry; that conflict itself is a phenomenon common to all human relationships; and that comparisons between conflicts can be made regardless of their particular circumstances.

Having made these assumptions Dr Mitchell embarks on an endless and empirically vacuous series of hairsplitting distinctions surrounding the notion of conflict. The approach is marked by an uncritical and unreflective attitude towards its subject and treatment. The reader is offered no guidance in his weary passage from one "theoretical" formulation to another. Not surprisingly, little emerges in the way of conclusions or explanation. We are left with the impression that the book is a contribution to *post-theory* (whatever that is) and the hope that it might be productive of insights into the problem of conflict.

Dr Atkinson is concerned in his book with reviving classical strategic theory as reinterpreted by Carl von Clausewitz, by the incorporation of insurgent violence. He sees in the present situation of nuclear war an opportunity for attaining political ends through insurgency. Terrorism and insurrection become weapons for development, and "underdeveloped countries alike". Social and political tensions provide opportunities for the manipulation of dissent as policy by other means.

Armed with this thesis and a consequent neglect of social forces, the author examines the Chinese and Mao. The "Tung's" innovations in strategy. The theory of protracted war and what he calls land revolution constitute what is termed an invasion of the opponent's social order. Following a lengthy analysis of Maoist experience he then concludes with a somewhat eccentric exegesis of Clausewitz's strategic doctrine in the light of his emphasis on the social aspects of violence.

There is much in this book which is interesting and original. Dr Atkinson certainly has a point; the social dimension of revolt and insurrection and its manipulative aspect are highly relevant under conditions of the balance of terror. Unfortunately his argument is marred by an excessively florid style and an uncontrolled aptax. It is, in short, very badly written. And there is more than a suspicion that the muddled style is a reflection of muddled thinking. Vacuous statements and gnomic utterances abound, such as "the theory of strategy must obviously rest on a thread which is the most central to the subject". Assertion rather than reasoned argument is the chief characteristic.

Although the social order is deemed to be central to the thesis there is surprisingly little sociological analysis or empirical study. The author's heavy reliance on the Chinese case-study seriously limits the applicability of his argument. The neglect of classical theorists for popularizing the social dimension of war, he sets out to do, namely to provide a new strategic theory that incorporates the social dimension with the rationality of the classical approach. This is a pity because there is something to his argument if only he could penetrate his appalling writing.

Charles Reynolds is senior lecturer in politics at the University of Durham.

What's what

A Political Handbook of the World 1981 is published by McGraw-Hill at £29.95. For each country lists members of government, heads of parties, and so on. It also provides an international issues and to international governmental organizations. It is edited by Arthur S. Banks and William Overstreet who previously edited the *Handbook for 1980*.

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BOOKS

PSYCHOLOGY

So much the worse for logic?

The Psychology of Deductive Reasoning
by Jonathan St B. T. Evans
Routledge and Kegan Paul, £12.95
ISBN 0 7100 0923 2

Just as one talks about a "writer's writer" or an "actor's actor", on the basis of this book, Jonathan Evans is a "psychologist's psychologist". His book is a review of experiments on the specialized subject of deductive reasoning, written for an audience of other specialists. There is no indication of a prospective readership but, despite the introductory nature of the first chapter, the main part of the book takes for granted an acquaintance with the principles of logic and the logic of experimental design.

Evans defines a deductive reasoning task as one which involves making an inference when all the relevant information is given, rather than relying on prior knowledge. Succeeding chapters present empirical evidence about people's performance on different types of logical problems, such as sentence verification, transitive inferences and syllogisms. The final, and longest, section of the book is devoted to reasoning about propositions like "If the letter is B, then the number is 2". "If the number is not 2, the letter is not B". This class of problem is widened to include the famous Wason selection task which requires people to turn over cards with letters and numbers, on each side in order to verify or falsify statements of this kind.

A fashionable complaint from fellow cognitive psychologists would be to point to the paradox-bound nature of this research. Typically even within this limited set of paradigms, researchers have tended to use slightly different tasks, instructions and procedures, producing results which are not easy to interpret consistently in support of one theory or another. In return, Evans might argue that by definition logic is paradigmatic. If one is interested in logical reasoning, what can one do but ask people to make inferences and validation judgments which require logical reasoning?

This kind of argument masks a deeper issue. Most researchers have assumed that humans are capable of logical reasoning. The only question is the extent to which the laws of logic and the laws of thought are identical. Or to use a more modern idiom, what is the relationship between logical competence and logical performance? It should perhaps seem easier to investigate this relationship when competence is defined by logical laws which are external to actual reasoning performance. But neither theoretically nor empirically is there agreement about how such a question should be posed. Interestingly, Evans actually discusses the relationship between human and artificial (as instantiated in a computer program) reasoning abilities.

Many researchers, notably Henle in a seminal 1962 article, have tried to protect human logical abilities by blaming performance errors on faulty interpretations of premises or task requirements. Given a person's own interpretation, the reasoning process itself is faultless. Evans takes the opposite line that there is no compelling evidence for human rationality. Even when subjects give apparently correct answers, their lack of logical insight can often be revealed by their failure when identical problems are presented in different linguistic formats. How can people be considered rational when they allow themselves to be misled by so many non-logical biases?

In response to such a prevalence of non-logical factors affecting performance coupled with the self-defeating verbal explanations produced by subjects, Evans postulates a two-factor theory. Type 1 thinking is responsible for non-logical biases and is not accessible to introspection. Type 2 thinking is capable of what small capacity for reasoning we have but, being predominantly verbal in nature, is also likely to be influenced by linguistic interpretations. Although the processes involved in type 2 thinking are also not accessible to introspection, one of the major products of this kind of thinking are verbal reports of reasoning, most of which are post-hoc rationalizations of the non-logical behaviour mediated through type 1 thinking. It is only in the simplest logical problems that type 2 logical processes predominate sufficiently to produce solutions which display real logical insight.

How convincing is Evans's picture of the human mind as a battleground subject to infighting between type 1 and type 2 processes? I would prefer to credit people with a more active approach to solving problems. After all, logical techniques can be taught, including the abstract symbols and truth-tables which are needed to deal with just those problems which the untutored subjects of psychological experiments find so tricky.

When faced with problems without the benefit of logical instruction, what could be more "rational" than for people to try out other strategies? Sometimes their commonsense knowledge helps, as in experiments when it is easier to see that "All men are animals" does not imply that "All animals are men" than with an equivalent p and q formula. On other occasions refusal to accept a valid but nonsensical conclusion, or interpreting a threat like "If you do your homework, I'll give you a sweet" as implying that "If you don't do your homework, you won't get a sweet", can lead to erroneous responses.

The success of Wason's four card selection task has been attributed to a combination of logical simplicity and extraordinary psychological complexity. If these are truly opposed, should we not conclude: "so much the worse for logic"?

Judith Greene
Judith Greene is professor of psychology at the Open University.

A vision of space

Human Visual Orientation
by Ian P. Howard
Wiley, £25.00
ISBN 0 471 27946 3

The perception of space has been a traditional topic of both philosophical and psychological inquiry. The primary concern has been with the third dimension — depth or distance — and the means of perceiving it on the basis of two-dimensional images. Helmholtz proposed that a geometer, given the relevant measurements, could calculate the depth or distance of objects casting images on the two eyes. In Ian Howard's book, the principles of the geometer are applied to those relatively neglected dimensions of visual space, direction and orientation. The procedural precision demanded of a geometer perceiving the book, and in the process, he exposes deficiencies in both method and interpretation that have survived because of less disciplined approaches.

The domains of the stimulus and response are analysed with a logical consistency that is seldom found in the perceptual literature. They are related, where possible, to notions of an ideal perceiver who, like Helmholtz's geometer, has available all the rules that determine perfect performance within a given domain. This, in turn, provides a yardstick for judging the performance of actual perceivers. The emphasis on stimulus and response definition does not denote any theoretical stance on the author's behalf; rather, it would seem to reflect his desire to approach perceptual issues from the standpoint of a psycho-logician. Rarely theoretical alignment, though, it seems emphasized in the book, also seems to be Helmholtzian.

Although the book has grown out of Howard and Templeton's *Human Spatial Orientation* of 1966 (now de-

scribed as a modern classic in terms of the frequency with which it has been cited) it should not, as the author states, be considered as a second edition. The two books are organized along similar lines and they share many positive features. Both start from seemingly simple tasks, like judging the direction of a stimulus with respect to the eye, and progress through visual orientation to complex multisensory coordinations. Both are remarkable for the detail of their coverage over disparate domains. Both provide copious bibliographies that are of great value in themselves. Both are unhesitating in their criticism, where it is deemed necessary. Both point to those areas in which specific experiments are required to elucidate a particular issue. Both also reflect the spirits of their time: space can no longer be confined within the covers of one book, and the psychology of perception is being transduced (some would say traduced) to neurophysiology. Howard approaches the relationship between physiological and perceptual processes cautiously, and he approaches (as is the gulf separating them for all but the simplest tasks) "There is no hint in the way they [feature detectors] work or how global descriptive structures which underlie our ability to recognize and describe complex patterns arise" (page 110).

Human Visual Orientation is not, however, as restricted as its title might suggest. It treats visual perception as well as orientation, and it devotes a chapter to the vestibular system so that the intricacies of visual-vestibular interactions can be appreciated. The major distinction between the two books is the definitional precision brought to bear in *Human Visual Orientation*. Any novel term that is introduced is explicitly defined and printed in bold type (as is the page number on which it appears in the subject index). This approach is not without its problems, especially when addressing concepts that do not conform readily to the geometrical constraints of space. For example, the location of the self is not consistently specified, although it features in a number of definitions and appears occasionally to be divisible.

Two chapters assess eye movements and their contributions to direction and orientation. The Howard's considerable scholarship is matched by his anecdotal inclusiveness. There is, however, a noticeable difference between these chapters and those in which the author has himself been active; here we are given an integration as well as a survey. This is particularly the case in the final four chapters, dealing with intersensory coordination and the relationships between orientation and shape perception.

In general, this is a book of definition and analysis rather than of synthesis. The various topics are analysed in detail and in isolation, and the syntheses that are presented tend to remain at the level of the specific task. This is more a criticism of research in vision than of the book, but it is clearly reflected in the book. Individual chapters have introductory chapters but no final discussions. The book has an introductory chapter but no final summary. Indeed, it ends very abruptly. For a writer who has displayed such acumen in assessing the firmament of the visual laboratory while remaining firmly in contact with the world, some concluding reflections would have been most welcome. But we need to analyse before we synthesize. The procedural and analytic rules presented in *Human Visual Orientation*, if put into practice, will hasten such a synthesis.

Nicholas J. Wade
Nicholas J. Wade is reader in psychology at the University of Dundee.

An anthology of writings by mid and allegedly mad people has been compiled by Dale Peterson and published by the University of Pittsburgh Press at £19.95 and \$11.95. Twenty-seven excerpts from published works from 1436 to 1976 are prefaced by a psycho-logician. Rarely theoretical alignment, though, it seems emphasized in the book, also seems to be Helmholtzian.

Wiley announces a new quarterly journal.

HUMAN LEARNING

JOURNAL OF PRACTICAL RESEARCH AND APPLICATIONS
EDITOR
Michael J. A. Howe
Department of Psychology, Washington Singer Laboratories,
University of Exeter, Exeter EX4 4QG, England

AIMS AND SCOPE

HUMAN LEARNING: Journal of Practical Research and Applications fills the need for a periodical containing reports of research that is sufficiently down-to-earth and applicable to real life circumstances to be of immediate use in the lives of ordinary people. Psychologists, educational researchers and other scientists investigating learning and memory are encouraged to communicate their findings to practitioners who deal with everyday problems of human learning. The following list shows some of the topics that we appreciate for the new journal. It includes areas of learning in which little adequately controlled research has been done up to now, but in which there exists a need for well-designed investigations.

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Holt Psychology 1982

The Theory and Practice of Counselling Psychology

by Richard Nelson-Jones (University of Aston in Birmingham)

In this, the first comprehensive book on counselling psychology that is non-American, leading British counselling psychologist Dr Nelson-Jones — founder member of the British Association for Counselling and Chairman of the British Psychological Society's Working Party on Counselling — focuses on the needs of the practising counsellor. Providing an thorough introduction to the theoretical concepts that underlie counselling psychology, he proceeds to a discussion of the fundamental counselling relationship and additional ways of developing the counsellor's professional knowledge and skill. He covers a range of approaches to the counselling of clients with relationship, educational and learning, career and occupational choice problems, including essay questions, topics for discussion and practical exercises such as interview techniques and group counselling practices. The book is very well-referenced and includes a survey of the counselling services in Britain, the USA and Australia — a genuinely comprehensive reference element that increases the value of this book not only for the professional counsellor but also as a teaching aid.

£7.50 Paperback 544pp 0 03 910550 1 March 1982

Jean Piaget — Consensus and Controversy

by Sohan Modgil (Reader in Educational Research and Development, Brighton Polytechnic) & Celia Modgil (Senior Lecturer in Educational Psychology, Goldsmiths' College, University of London)

"Outlook" by Birbal Ishikawa

This collection of original, largely unpublished contributions to the Piagetian debate is unique for two reasons. Firstly, because it includes Piaget's latest thinking as reported by his Geneva colleague Professor Birbal Ishikawa. Secondly, because Sohan and Celia Modgil have organized the book in a new debate format. Ten major aspects of Piaget's work — philosophy, psychology, logic, language, moral development, psychometrics, cross-cultural, education, science education, and special education — are each debated from opposing view-points by leading academic and researchers, with both parties giving the right of reply to the other's essay: the "interchanges".

This structure itself reflects the dynamic, developmental nature of Piaget's philosophy, while providing a stimulating new series of perspectives on Piagetian thought.

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BOOKS

PSYCHOLOGY

Children talking

Explanations in the Study of Child Language Development by Marlin Atkinson
Cambridge University Press, £22.50 and £7.50
ISBN 0 521 24302 5 and 28593 3
Children Thinking through Language edited by Michael Beveridge
Edward Arnold, £7.95
ISBN 0 7131 6352 6
Information and Meaning in Child Communication by Peter Lloyd and Michael Beveridge
Academic Press, £13.60
ISBN 0 12 453520 8

It is doubtful whether anybody working in the field believes that there is an adequate theory of language development. As the dust settles on promissory notes and abandoned attempts to write grammars, replicas of syntax with semantics, reduce semantics to cognition, replace everything with pragmatics, and return to syntax, one pauses for the rush of developmental psychologists seeking more tractable research problems than language acquisition.

For those prepared to soldier on, Atkinson's book provides little comfort. Atkinson first advances five criteria against which developmental theories will be judged. He then tests most of the major (and one or two minor) theories of the past 20 years against these criteria. The book does not provide a detailed review of empirical findings but rather investigates the theoretical framework that has provided the major theoretical programmes. Each of the major theories is clearly presented, its assumptions scrutinized, and the nature of the explanation it offers evaluated. In turn we get theories of early lexical development, relational terms, formal syntax, less formal semantics, cognitive reductions (mostly of semantics), social reductions (of what was never very clear), and recent work on learnability.

None of these accounts fares particularly well as a theory with explanatory power (apart from an admittedly modest proposal) advanced by Atkinson himself. Some theories have, in any case, already been abandoned. Some survive, despite their inadequacies, for want of an alternative. The book is obligatory reading for anyone with an interest in language acquisition. It will be particularly useful to those contemplating the construction of a theory.

Children Thinking through Language is a collection of ten articles on the developmental relations between language and thought. If anything unites the articles, it is a conviction that thought and language must be studied as a function of the child's social relations with others. This theme is worked out in various ways, some entirely satisfactory to my mind. The main difficulty is that, in general, at crucial points in the argument the authors fail to produce relevant evidence. The case for "social relevance" frequently rests on a post-hoc analysis of how that particular situation led to that particular response, such examples might serve to convince that a theory that pays due attention to the social context of language and thought is necessary, but they do not begin to construct that theory.

A further feature of this book is the diversity of traditions that are considered relevant to a new theory of language and thought. Perhaps the most interesting source invoked is the writings of Jacques Lacan, the French psychoanalyst. Quite how his obscure pronouncements would aid an empirical science is a mystery that is not solved by either Urwin or Walkerdine. However, the bulk of Urwin's chapter, which is concerned with communication between blind infants and their mothers, can be read in isolation from the introduction and conclusion, which bear less than tenuous relation to the

empirical work. A more common source for the new theory is the work of Margaret Donaldson. She has argued that a child's performance in an experiment is a function of both his interpretation of the experimenter's intentions and the responses afforded by different task materials. The general situation, Donaldson argues, must make "human sense" to the child, if his performance is to be tested meaningfully. Although it has never been sufficiently clear in this account how "human sense" can work predictively, several authors here respond to the challenge.

Freeman, Sinha and Stedmon attempt to provide a framework for "human sense" from discourse analysis in order to predict how referring expressions will be interpreted. Several experiments bear out their predictions. Unfortunately, the last experiment failed. A pity. Russell's framework is provided by "propositional attitudes." He argues that young children think in a "subjective" or "private" manner. Older children do not. In spirit this is not very different from traditional Piagetian theory. However, Russell argues that change occurs through the child's reflection on the structure of the conceptual system as expressed in language, which is very different in spirit from Piaget. I found these the most interesting chapters in the book but neither is particularly easy to read due to the less than clear manner in which experimental results are reported and discussed.

Elsewhere there are discussions of speech to children (Lieven); syntactic comprehension studies (Bridges, although the author's name is omitted from the chapter heading); how to use Kelly's theory in the classroom - if you don't mind the fact that "the rules for inferring constructs from our data cannot be made completely explicit" (Beveridge and Brierley); dyadic communication between children when one child is attempting to instruct the other how to perform a



Three little girls at Lucknow in about 1856. Taken from Victorian India in Focus: a selection of early photographs from the collection in the India Office Library and Records by Ray Desmond, published by HMSO at £9.95 and £5.95.

stack-a-block task (Lloyd); and two chapters on intervention with retarded children (Light, Remington and Porter, and Brinker).

Information and Meaning in Child Communication echoes many of the themes of *Children Thinking through Language*. As the authors are concerned with communication between children, they begin by outlining Piaget's work on egocentrism and then quickly move on to a discussion of the effects of context. There is a good deal of discussion of the ecological validity of tasks, which rather served to put me off the author's own experiments.

These experiments usually involved two participants; sometimes two children, sometimes a child and an adult, and sometimes a child and a "talking doll". Each participant was given a set of cards that contained a series of pictures. The participants were seated at opposite sides of a table with a screen (and the experimenter) in between to prevent them seeing each other. The task was to tell the other participant what card had been chosen so that a match could be obtained. Quite what the ecological validity of this task is, escapes me.

The authors are of the opinion that the demands in this task are in some way analogous to the demands made in a school classroom. The similarity rests on little more than the putative fact that both are "formal situations." Further, at one point we are told that less able mentally handicapped children "had problems in explaining communicative difficulties and also in 'repairing' problem communications" but "more able children were able to communicate some problems in this experimental task, such as saying that they were

not ready." The following baffling conclusion is drawn: "One implication of this result is that a structured situation, similar to that used in this study, could be used for training skills in explanation and repair during conversation" (page 112).

Even if the experiments are judged on their own terms, limitations abound. In the introduction to one experiment eight subjects are discarded. We are told that "selection criteria were necessarily severe" (page 32) but not what these criteria were. In another experiment it was found that even when communication was adequate children did not communicate the minimum amount of information but included much redundant information. It is concluded that the children were not following an "ideal" strategy. However, the crucial control of what adults would do was not included in the experiment. If adults do not follow an "ideal" strategy either, then there is no developmental phenomenon that needs to be explained. If they do, there is.

A speculative proposal that some children do not attempt to elicit feedback from the talking doll, who was cast in the role of someone with limited ability, because they considered the doll incapable of providing further assistance, could easily have been tested by comparing performance when the doll was not represented as having limited ability. Alternatively, performance with a real adult could have been measured.

A random check of the reference revealed 18 there is either disagreement between the text and the reference list or the reference cited is absent, incomplete, or wrongly cited in the reference list. Figures 9, 5 and 9 should be interchanged.

John McShane

John McShane is lecturer in psychology at the London School of Economics.

A lack of fantasy

Autistic States in Children by Frances Tustin
Routledge and Kegan Paul, £12.50
ISBN 0 7100 0763 9

The term "autism" is derived from the Greek word *autos*, meaning self and it was used by Bleuler in the early part of this century to refer to a symptom of schizophrenia where the patient has become absorbed in a fantasy world which cuts him off from reality. Leo Kanner's 1943 paper in which he offered a brilliant delineation of the syndrome was marred by his choice of this term, for the autism of autistic children is the opposite of that of Bleuler's schizophrenic patients. They are characterized by a notable lack of a fantasy life or imaginative ability, having failed to come out into the world, rather than retreating from it.

It will therefore be confusing to the reader of Frances Tustin's book to find the term autism often being used in a Bleulerian sense alongside acknowledgements of the lack of fantasy in autistic children. The reader may be further confused that Tustin differentiates between "autism" and "Autism", where the former is used to refer to what she calls normal and the latter to the syndrome itself.

We are told that "autism" is a state in which "auto-sensitization" holds sway and the attention is almost entirely focused on bodily rhythms and sensations; a state, she claims, that is found in normal infants as well as in autistic children. However, this is a misconception of the syndrome, for the characteristics of autism are not those of normal neonates; and the implication that autistic children are somehow arrested at this early stage of development is extremely misleading. Sensation withdrawal from contact with the world is most characteristic of autistic children of less than five years of age, and while interaction will usually remain abnormal, older autistic children often progress to an early withdrawal state. Therefore, to

equote the syndrome of autism with a state of withdrawal is to make a fundamental error.

Tustin's ideas about autism seem to be based on this error however, for she sees all the autistic child's behaviour in terms of their attempts to block out the world, or in her terms, to keep from realizing the difference between "me" and "not-me". She makes a distinction between "encapsulated" and "confusional" autistic children. The former she equates roughly with Kanner's autistic children and the latter with schizophrenia in childhood. However, Tustin offers very little reason for creating these new terms rather than using the terms "autism" and "childhood schizophrenia" which are in common use already. Indeed, there is a danger that by referring to both conditions as if they were variations on a common syndrome of "autism" she is resurrecting the myth that autism is in some way related to schizophrenia.

Tustin's main thesis seems to be that the autistic child's development has been disturbed at an early stage when he was in a state of hypersensitivity and the distinction between animate and inanimate had not been made. The literature on childhood autism, and on childhood schizophrenia too, does not support the idea that such children are perpetually in a highly aroused, hyper-sensitive state. Rather it seems that their poor ability to make sense of their perceptions lead them to appear at times as hypersensitive, and at other times as hypo-sensitive.

Finally, it is fundamental to Tustin's approach as a psychotherapist that autism is at least to some extent the product of the child's environment. However, while the course of development in a particular autistic child will depend upon environmental factors as well as innate ones, there is as yet no evidence that any environmental factors actually cause the syndrome. The usefulness of the psychotherapeutic approach with such children is thus questionable.

Tim Langdell
Tim Langdell was until recently a member of scientific staff of the MRC Social Psychiatry Unit, London.

Power of nicotine

Smoking: psychology and pharmacology by Heather Ashton and Rob Stepany
Tavistock, £9.95
ISBN 0 422 77700 5

The thesis of this book, which has been written by two of the leading researchers in the field, is that "the use of cigarettes can best be understood when viewed as a means of nicotine self-administration."

The view that most cigarette smokers smoke mainly for nicotine would seem prima facie to have a lot going for it. The historical evidence reviewed in chapter one shows, for instance, that tobacco has only been used in ways that allow nicotine to be absorbed into the bloodstream. Thus, while tobacco has been smoked, snuffed or chewed, it has never been eaten or made into a beverage like opium or cannabis; presumably because when tobacco is ingested most of the nicotine is metabolized and rendered inert in its first passage through the liver. The tobacco-eater would therefore miss out on the effects of nicotine.

Cigarette smoking is a rapid, precise and efficient way of self-administering nicotine; from inhaling a puff of smoke from a cigarette, takes less than ten seconds for nicotine to "hit" the brain. As the authors show in chapter two, nicotine is known to have a wide range of powerful and subtle pharmacological effects, including the capacity to both stimulate and sedate depending on dose, situation, mood and personality.

This historical and pharmacological evidence must, however, be regarded as circumstantial, as there is little direct experimental evidence for the role of nicotine in smoking. Chapter three reviews a number of studies that have manipulated in some way the amount of nicotine delivered to the smoker. Although these studies provide strong evidence that smokers will adjust their smoking patterns (for example, increase consumption, puff harder, inhale more) when they switch to smoking lower-yielding cigarettes, we still do not know

whether it is the intake of nicotine rather than some other component of tobacco smoke that they are attempting to maintain.

If it is nicotine that smokers want there are at least two ways in which it might be dependence-producing. According to the "psychological tool" model, smokers are regarded as smoking to obtain positive effects of nicotine which might include direct stimulation of the "reward centres" in the brain as well as enabling smokers to control their arousal level and mood state. In the "addiction model", on the other hand, smoking is held to be controlled by the desire to relieve the unpleasant effects brought about by the loss of nicotine.

The coverage of the book is comprehensive. There are chapters on the development of smoking behaviour (largely determined by social factors), the relationship between smoking and personality, attitudes towards smoking, and smoking cessation methods. Throughout, the book is clear, well written and pitched at a level such that it should be accessible to professionals and the lay-reader. A coherent approach provides welcome relief from previous books on smoking which have almost invariably been reports of conference proceedings.

The authors are pessimistic about the prospects of significantly reducing the prevalence of smoking, but they play a more hopeful role in the development of "soft" cigarettes; if people cannot stop smoking, perhaps they can be persuaded to smoke less hazardous cigarettes. As the authors point out in their final chapters, however, before we can recommend particular types of cigarettes, we need to know much more about what it is in cigarette smoke that does the damage and what it is that smokers want from their cigarettes. Nevertheless, the book does provide an excellent review of the current state of our knowledge in this important area.

Stephen Sutton
Stephen Sutton is lecturer in social psychology at the Institute of Psychiatry, London.

BOOKS

PSYCHOLOGY

The will to believe

The Principles of Psychology, Volumes I-III
by William James
edited by Frederick H. Burkhardt and Fredson Bowers
Harvard University Press, £35.00, £35.00 and £17.50
ISBN 0 674 70559 9 (Volume III also available as 0 674 70555 6)

William James's *The Principles of Psychology* is one of the odder classics in the history of American thought. Almost universally recognized as a pivotal work, that turned American psychological theory away from the speculation of the armchair and towards the experimentation of the laboratory, it turns out to be a book that James wrote with considerable difficulty and subsequently all but repudiated.

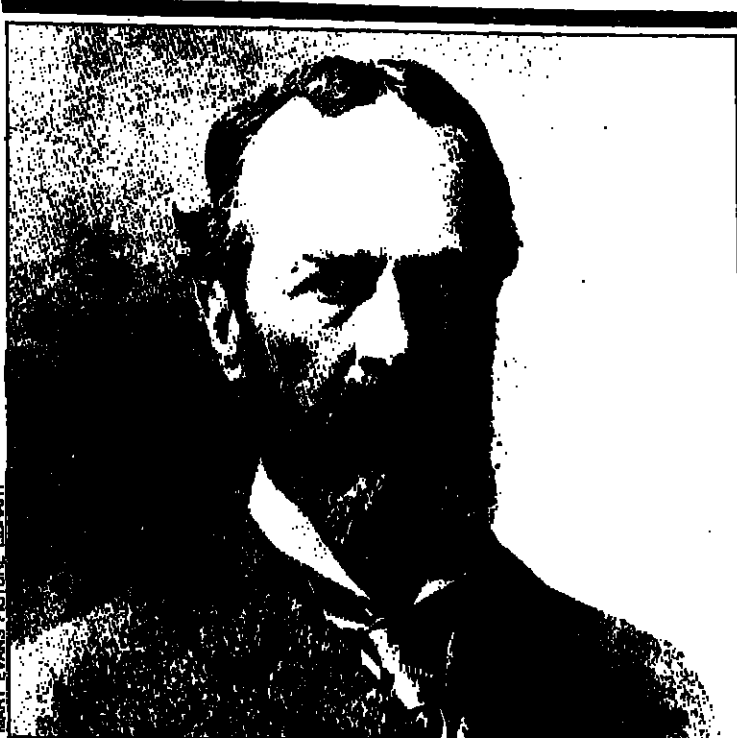
The gestation of the "enormous rat," as James called the *Principles* came about as follows. In 1878 James was a bright young assistant professor of philosophy at Harvard, who had recovered sufficiently from a crippling personal crisis to be able to apply himself to bringing together his medical training and his developing philosophical interests (derived largely from reading Renouvier and Kant) to the teaching of psychology in the nation's premier university. As such he was an obvious candidate for Henry Holt's commission of an up-to-date psychology textbook, designed to tap the market supplied by the huge expansion in American higher education. Instead, Holt received ten years later, a huge two-volume commentary on the results of recent psychological research, held together by an inconsistent renunciation of metaphysics in favour of "the point of view of natural science."

Finally (in 1892) James produced a real textbook, more systematically organized and with all the metaphysics expunged: the *Psychology: brief course*, known to generations of American students, for obvious reasons, as the "Jimmy".

From the perspective of history of psychology the instant success of the *Principles* makes perfect sense. First, the reputation and position of the author was secure. It was James who founded the Harvard psychological laboratory and, in 1891, brought Hugg Münsterberg, the brightest pupil of the most acclaimed contemporary psychologist (Wilhelm Wundt), to Cambridge to run it. Furthermore, the book seemed to be saying what a new type of American professional scientist wanted to hear: James's open, "introspective" method seemed to be profoundly hostile to both of the alternative roots of nineteenth-century speculative psychology. He seemed to have undercut not only the Kantian "categories" with their emphasis on the constitutive role of mind in ordering experience, but also Lockean associationalism, with its division of experience into identifiable blocks or "elements" of sensation.

In their place James simultaneously simplified and made accessible the data of experience and the role of the mind. Consciousness came as a unitary stream of connected experience, directly and unambiguously received by the thinker. No transcendental theory of the soul or the self was necessary to order or analyse the pulsating continuous mass of sensations. The psychologist was thus apparently freed from the traditional barrier between "consciousness and the physical objects of experience. Before long the *Principles* read in this light, became a key text for the behaviourists.

With hindsight such a development would have seriously troubled James. At the time of writing the *Principles* he was, in common with other members of arguably America's greatest single generation of philosophers (notably Josiah Royce, and Charles Sanders Peirce), wrestling with a



William James

complex metaphysical problem: that of finding a location for moral and spiritual values in a world in danger of reduction to aimless mechanical determinism as a result of the Darwinian theory of evolution. One answer, articulated by Royce in his *The Religious Aspect of Philosophy* (1885), was to absorb evil, error and pain into the teleology of absolute idealism: to make experience a series of moments in the transcendent idea of God.

As Bruce Kuklick has recently demonstrated in his masterly study of the Harvard philosophers of this "Golden Age" (*The Rise of American Philosophy*, 1977), James struggled with Royce's formulation for at least a decade until he began to develop an alternative which satisfied his own emphases on the power and scope of the individual will. During this time he was laboriously working on the *Principles*, and to appreciate the weight of the spiritual dilemma from which he knew there had to be a coherent escape is at least partly to explain the self-denying ordinance that echoes throughout that work. James's own characterization in the "preface" is of "a mass of descriptive details, running out into queries which only a metaphysics alive to the weight of her task can hope successfully to deal with."

In time, of course, James proved to his own satisfaction that reliance on "positivistic" and "natural" science was inadequate, and that the psychological enterprise could not stand alone at that level. In *Essays in Radical Empiricism* (1912) he took his own famous poles of the tough-minded (materialist and empirical) and tender-minded (idealist and rationalist) thinker and charted a course between them. The dualism between the realm of Royce's absolute and the realm of Lockean sensation was broken down and absorbed into an epistemology for which "[t]hought and actuality are made of one and the same stuff". If this meant that thought was in a sense physical, it also meant that matter was in a sense psychic, and James retaining his early idealism as a form of radical panpsychism, in which every item of substance possessed mind as well as body. In *A Pluralistic Universe* (1909) the metaphysical implications were clearer: the idealist "block universe" had been replaced by a doctrine of relations between plural phenomena, almost to the extent of re-admitting the separable "elements" of the associationalists.

In these, as in other later works, including perhaps the most durable *Varieties of Religious Experience* (1902), James restored a "soul" and a "self" to the doctrine of consciousness which he had set out in material and physiological terms in the *Principles of Psychology*. In doing so, he entered implicit and explicit warnings against the new zealots of laboratory science, and made himself also a hero to the post-Husserlian phenomenologists. Even the *Principles* have been restored to the phenomenological camp by one of their most committed interpreters (Bruce Wilshire, *William James and Phenomenology*, 1968).

A substantial benefit of such interpretations is that they remind us of elements of continuity as well as change in James's thought. His circle of academic philosophers were concerned with action and moral example as well as abstract philosophizing to an extent that the next generation of "professionals" would have found unthinkable. Key chapters in the *Principles* contribute, in fact, to the thesis on the will that comprises James's entire philosophical corpus. For him, action, will, or what is called in the *Principles* the "fiat", are the result of the selective attention of the consciousness. In the best tradition of pragmatism the consequences of mental states and actions are at least as important as their antecedents and stimuli. What James was preaching, directly in popular essays like "The Will to Believe", but also indirectly and potentially in the *Principles* of Psychology, was voluntarism, opportunity and optimism as a basis for moral action in the post-Darwinian world.

This meticulously prepared new edition is the eighth title to be published in the American Council of Learned Societies' series of *The Works of William James*. It represents another important link in the chain of modern scholarly editions of the works of the "classical" American philosophers of the late nineteenth and early twentieth centuries, and will, of course, become the standard reference. Two efficient introductions by Gerald Meyers and Randolph Evans set it in the contexts of contemporary philosophical debate and the subsequent history of both philosophy and psychology. As for the text, the effect of incorporating James's subsequent notes, emendations and comments (as well as of correcting his frequent misquotations and mistaken references and allusions) has been to create the revised second edition which James always resisted. Many of his later loyal disciples might have profited from wondering why.

David Watson
David Watson is dean of the modular course at Oxford Polytechnic.

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Limits to inference

Meaning and Purpose in the Intact Brain: a philosophical, psychological, and biological account of conscious processes by Robert Miller
Clarendon Press: Oxford University Press, £20.00
ISBN 0 19 857579 3

The understanding of the human brain is commonly described as one of the last unconquered frontiers of science. If it remains unconquered, it can hardly be lack of effort. As anyone even remotely connected with the neurosciences knows only too well, the number of research reports, journals, books and conferences devoted to the study of the brain has grown at an

awesome rate in the past 20 years. New university departments and research units are established and new sub-disciplines are formed out of old; new granting agencies provide the money and new international congresses spend it. There is no shortage of activity.

And yet, the doubts remain. What has all this activity achieved? Do we now have any theoretical insight into the principles of brain function that we did not have 20 years ago. Of course we know a lot of new facts: several new neurotransmitters, the existence of opiate-like substances in the brain, and the organization of cortical structures concerned with vision all represent important discoveries. But it is not obvious that they have answered any general questions about how the brain controls behaviour or how it is involved in thinking, perceiving or talking.

Robert Miller is not the only neuroscientist to share these worries. Unlike most of his colleagues he has been rash enough to commit them to paper. His general thesis is that the neurosciences are suffering from a surfeit of data. What they need is some better theory. And that he believes, should be provided by psychology. As a psychologist myself, it would be ungrateful of me to quarrel with this sentiment. If we are interested in how the brain operates to produce or organize behaviour, it surely makes sense to look at the behaviour it produces. But the translation of this sentiment into a more detailed programme begins to raise some doubts.

Much of Miller's argument, if I have understood it correctly, rests on some rather simple inferences from structure to function and vice-versa. Thus, he starts by asserting that his goal is to understand consciousness, and that the most striking feature of consciousness is its unity. From this he infers that the anatomical substrate of consciousness must be an "omni-connected" structure in which all neurones potentially connect, via no more than two or three intermediate neurones, with all other neurones. There may be something to be said for such a view of the brain - more perhaps than for the most obvious alternative which has neurones converging on to a small group of master neurones, the seat of a homunculus who watches the screen on which news of outside events is flashed and presses buttons ordering appropriate action. But one can surely object to the route which led to the conclusion, prime task of neuroscience is to understand consciousness, and that consciousness is unitary (what does this mean?) and, even more strongly, to the assumption that some supposed characteristic of consciousness will be directly reflected in the structure of the brain.

Robert Miller is an anatomist and thus has a professional interest in relating structure to function, which emerges equally when he argues that particular parts of the brain must serve particular functions because their fine structure looks appropriate. Neuroanatomy no doubt has a role to play in elucidating how the brain works; presumably the patterns of connections between different parts of the brain impose some limits on what they can be doing. But the assumption that we can infer function from structure in this way would be justified only if we had a much greater idea than we do of just how the brain does operate to perform its behavioural functions. The computer analogy is by now time-worn, but none the less valid for that: if we wish to know what a computer is doing and how it does it, it is more useful to look at its program than at its nuts and bolts. And without privileged access to the program, there is little we can do but resort to inference from a study of its inputs and outputs. And that means doing psychology. To that extent, Miller's general thesis seems reasonable. But the psychology actually offered here is often vague and woolly and never takes the form of specifying the sorts of processes that might be required to carry out some of the functions that we assume the brain to perform.

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BOOKS

PSYCHOLOGY

Origins of literacy

The Psychology of Literacy by Sylvia Scribner and Michael Cole. Harvard University Press, £17.50 ISBN 0 674 72115 2

There has been much loose talk about literacy. It has been variously claimed that there is a causal connection between the acquisition of literacy, whether by groups or individuals, and the development of rational thought and of logic. To literacy has been attributed the distinction of myth from history, the emergence of science, and even the growth of "democratic" political organization. In recent years that nineteenth-century urge to find clear criteria for demarcating man from the rest of nature (and from lesser men) has found a new and ostensibly more objective correlative in literacy. The "great divide", formerly drawn between "primitive" and "modern", "prelogical" and "logical", "mythological" and "scientific", has been redefined as the distinction between "oral" and "literate". The divide is somehow thought to be more legitimate, more "scientific", with reference to the concrete nature of literacy than it was when couched in the abstract value-laden terms of cultural and political judgment about the worth of other cultures.

Fortunately there has been a reaction in recent years to this somewhat self-interested and (in view of its own claims for academic objectivity) oddly self-critical effort. Clancy in *From Memory to Written Record 1066-1307* has suggested that we should attend to the "mix" of oral and literate modes, which is the reality in most societies, rather than emphasizing the differences between them. H. Graff in *The Literacy Myth* has shown that there is no necessary positive correlation between on the one hand social mobility rates, educational opportunity and occupational acquisition and on the other, the acquisition of literacy. Indeed, "literacy" is no one, homogenous or autonomous "thing". It is always embedded in political and ideological practice and the very definitions are the result of cultural choice and manipulation. Recent re-analyses of UNESCO programmes have similarly demonstrated how they are attached to specific ideological positions and interests, most notably those of western capitalist enterprise, beneath the veneer of objectivity and "neutrality".

Against this background of grandiose claim and counter-claim, it is very welcome to have available as a scholarly work as Scribner and Cole's *The Psychology of Literacy*. The book consolidates research that other authors have engaged in for a number of years. Only some of which has been available in England. They address the questions about literacy posed by members of other disciplines from the point of view of psychology, and their findings should force us to reflect more critically on the whole debate. Thus, they point out that the assumptions made about changes in a culture's thinking due to the introduction of literacy require evidence of changes in the thinking of individuals in that culture. Scribner and Cole's challenge, as psychologists, is to provide such evidence, which has been notably lacking: to "turn other social scientists' hypothetical mechanisms into demonstrated mechanisms".

The problem, however, was how to isolate literacy in order to test whether it was a significant variable. In most societies, the introduction of literacy is accompanied by the introduction of new forms of social organization; differences in thinking processes cannot, then, be attributed to literacy per se. Scribner and Cole insist that most attempts to test for such "spillover" consequences (or even just "implications") of literacy have been founded at this hurdle. The leaders in the field (from Luria and

Vygotsky to Greenfield, Olson and Bruner) have all tested schooled as opposed to unschooled subjects rather than literate/non-literate ones. Their findings, however, have not infrequently been used to make generalizations about literacy itself.

Scribner and Cole believe that they may have found a situation where literacy can be isolated from schooling and where, therefore, all the grand theories (and UNESCO expenditure) can be tested as "in the laboratory". The Vai people of Liberia have developed an indigenous writing system which is learnt through individual teaching not in schools. So Scribner and Cole, along with a number of colleagues and students, set up an elaborate project which ran from 1974-79, in order to investigate Vai literacy. They engaged, in the team, members of the Vai themselves, anthropologists, and experts in questionnaires, data processing and computers. The story of the enterprise itself is worthy of sociological inquiry and, indeed, they invite such consideration by the narrative and readable form in which they present their material.

The reader is guided gently from the summaries of grandiose theory, through personalized descriptions of the team's experience, to more detailed accounts of ethnography, the construction of questionnaires, the "great divide", formerly drawn between "primitive" and "modern", "prelogical" and "logical", "mythological" and "scientific", has been redefined as the distinction between "oral" and "literate". The divide is somehow thought to be more legitimate, more "scientific", with reference to the concrete nature of literacy than it was when couched in the abstract value-laden terms of cultural and political judgment about the worth of other cultures.

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Comparing Vai, Arabic and English literacy, all of which are found among the Vai, they found that some cognitive skills were enhanced by practice in specific scripts. Script-associated skills were, however, more localized than those developed by schooling, which contributed more to performance on most tasks. Knowledge of Vai script, for instance, facilitated explicit verbalization of the rules of a board game to another person. (The test is more precise than those of Vai for similar purposes by Greenfield, Bernstein and others, but anthropologists at least will still be concerned at "artificiality" of it). The level of skill demonstrated by Vai literates on this test, however, was not the same as the "more adequate explanations on logic, sorting and language objectivity tasks" indicated by schooling, where Vai literacy was not a significant variable. Schooling, rather than literacy, seems to be the significant cause of any major changes in cognitive skills.

The main body of the book consists of chapters of such tests, with similar parallel conclusions drawn from them. Those who knew Arabic script, for instance, were tested for certain kinds of memory skill. They performed better than others on "figural recall" but on "free recall" they had no significant advantage despite the characteristics often attributed to the experience of rote learning of the Quran. The many tests of this type, all clearly laid out with their rationale, detailed findings and tentative conclusions, will provide years of inquiry and debate for those interested in literacy. The book may also check some of the more grandiose and sometimes unproven claims for literacy, and should provide a basis for sensitive cross-cultural inquiry amenable to a number of different social science disciplines.

Brian V. Street
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Thaddäus Hebling's painting of Mozart in the Mozart Museum, Salzburg.

Musical skills

The Psychology of Musical Ability, second edition by Rosamund Shuter-Dyson and Clive Gabriel. Methuen, £17.95 ISBN 0 416 71300 9

The branch of psychology dealing with music has for many years seemed to be on the fringes of the subject. As it has never been the focus for activity of major figures or movements in the history of psychology, the research lacking in theoretical direction. Until recently the field was dominated by research in the psychometric and educational traditions, and much energy was invested in producing standardized tests of musical ability and in examining methods of improving performance through training procedures. Very little attention was devoted to more fundamental questions concerning the mental mechanisms which support the various forms of musical skill. Explanations of differences in ability were couched in terms of concepts like "having a good ear for pitch" which were little more than restatements of the phenomenon to be explained.

However, psychologists are now formulating and testing theories of musical functioning which attempt to explain, in a detailed and precise manner, what is happening in a musician's mind when some particular skill of listening or performing is being carried out. This has led to increased interest in music as a wide body of cognitive psychologists who look to music as a particularly complex example of human symbolic functioning. The music theorist is also centrally involved in the enterprise, since to understand skills of music one needs to work towards a proper characterization of the structure and organization of the music on which these skills are exercised.

The first edition of Rosamund Shuter-Dyson's book was published in 1968 when the "cognitive revolution" in the subject was but a murmur. At that stage it represented quite a novelty, what was actually going on in the subject. How, and to what extent, have the authors responded to the changes since 1968? That they have responded is quite clear. The number of references to post-1968 work is very high, and an entire new section entitled "Cognitive psychology and music" is provided by Clive Gabriel. However, although nodes are made in the direction of cognitive research, the book is still dominated by the concerns of the psychometric and educational tradi-

tions. The section on cognitive psychology has not been well integrated into the text and sits at the end like an appendix.

The book does, however, deserve a place on the bookshelves of music psychologists and educationists. First, it should serve as a useful bibliography. The literature on the psychology of music is scattered in many obscure places and it is no small achievement to have collected so much of it into one reasonably short book. Especially useful are the summaries of work appearing in PhD dissertations, notoriously difficult and expensive to track down. Second, it contains the most comprehensive account of research into developmental aspects of musical skill currently available. Third, it provides an exhaustive description of the major tests of musical aptitude and ability, with details of their validity, reliability, and correlations with other tests of ability such as IQ tests. Fourth, and in contrast to several recent books in this area, the authors confine themselves strictly to issues on which there is published research. Speculations and generalizations are kept to a minimum.

There are, however, shortcomings which make it difficult to recommend this book to the more interested general reader. It is primarily a text book and the authors refrain from moulding the literature into the service of a particular idea or theory. As it is, in the main, an annotated bibliography, it cannot conceive that anyone would derive pleasure or profit from reading it from cover to cover as a coherent whole. The treatment is too detached to excite, inspire, or engender controversy; and it is disappointing to discover several occasions where contradictory views are reported without any attempt to arbitrate between them.

It is also disappointing to find so little actual music. The number of notated examples is very small, and the description of the musical material used in the various studies is often lacking in the kind of detail that would give a musician a clear impression of what was actually heard or produced. The most satisfying literature on the psychology of any subject is that which enriches our understanding of the subject-matter itself as much as it adds to psychological knowledge. Too often in this book one is led away from the music itself into correlational analyses of test batteries and other matters relating to what goes on in some psychologists' heads rather than what goes on in musicians' heads. It is this latter which must surely be the primary concern of any psychologist of music.

John Sloboda
John Sloboda is lecturer in psychology at the University of Keele.

BOOKS

PSYCHOLOGY

Like ducks to water

On Learning to Read: the child's fascination with meaning by Bruno Bettelheim and Karen Zelan. Thames and Hudson, £7.95 ISBN 0 500 01274 1

Two strands interwoven but quite distinct run through Bruno Bettelheim's books about children. One is his impressively sensitive awareness of children's needs and motives and also of their talents. The other is his commitment to the psychoanalytic approach to children's problems. These two sides of Bettelheim often seem to sit uneasily together. For example, his book on fairy stories, *The Uses of Enchantment*, is a brilliantly ingenious account of what children make of these odd and often bizarre tales, but it is marred, I think, by his tendency to resort quite often with no particular advantage to glib and unsubstantiated Freudian symbolism.

Much the same mixture of ingenuity, originality, sensitivity to children's needs and blinkered Freudian dogma crops up in his new book on children's reading, written together with Karen Zelan. It has two major themes, which demonstrate the two aspects of Bettelheim's work very clearly. The first is the psychoanalytic theme - he extends the kind of analysis adopted by Freud in *The Psychology of Everyday Life* to the mistakes which children make when reading. "Mistake", according to the authors, may often be quite the wrong term. Children are capable in principle of reading the word in question but fail to do so for emotional reasons. Bettelheim and Zelan go on to argue that teachers should try to be aware of these emotional blocks: it is wrong and discouraging to the child to assume that he cannot read something when he does not for emotional reasons.

The first part of the authors' case is obviously unsatisfactory. One problem is that their interpretations are speculative and one-sided. Take the case of the nine-year-old black girl who read "castles" as "castlesless": a slip which the authors attribute to the girl's sensitivity to racial issues and her desire for a just society. She said "castlesless", according to the authors, because that is what she wanted the world, and thus the word, to be. It is possible that this speculation is right, but it is possible also that issues of caste were far from the mind of this young child at the time. Much the same criticism can be made about the analysis of the authors' "saw" boy who confused "saw" with "saw" out of the "saw" to "reverse past and present", and that the girl who read "wild" as "mild" (in Maurice Sendak's "Where the wild things are") did so because she was frightened by Sendak's singular drawings and wanted to believe that his creatures were really harmless.

Although such observations were made in the course of a research project, it does not seem to have been the kind of research which eliminated "alternative" explanations. Nor does it seem to have been quantified. As, any rate, no figures are quoted here and that is a great pity, because one surely ought to have some idea of the proportion of children's reading errors that can be traced back to emotional blocks. Nor is any evidence offered for the authors' claim that children are put off reading when such errors are treated by teachers as simple mistakes. So this part of the book belongs to the tradition, all too common in psychoanalysis, of research by assertion and by dogma and by little else.

It is a complete contrast to the second part of the book which is an attack on the subject matter of the project, not only used in America to teach children to read. The authors have a horror story to tell and they tell it convincingly.

Children's spelling and writing is not part of Bettelheim and Zelan's book, which is a pity. After all, one of their main positive points, and their most convincing one, is that children are fascinated by the richness of language and so discouraged by the poverty of the words used in many early reading schemes. Surely the next step is to discover whether children's writing, too, can reflect their interest in spoken language.

P. E. Bryant

P. E. Bryant is Watts Professor of Psychology at the University of Oxford.

BOOKS

PSYCHOLOGY

The Experience of Motivation

The Theory of Psychological Reversals by Michael J. Apter. February/March 1982, x + 370pp., £16.80 (UK only) / \$34.80, 0.12.08820.6

This book is about a new theory of motivation, emotion and personality (both normal and abnormal) called "the theory of psychological reversals", which is perhaps the first major new theory to emerge in some years. Although a number of papers have been published on different aspects of the theory, this book is the first complete and detailed account of the theory as a whole to be published. It introduces the theory, discusses the central concepts of motivation, mood, stability, reversal and egoism, and examines it with other, more traditional theories. It will no doubt become a standard reference in future years. European Monographs in Social Psychology No 26

Group Decision Making edited by Hermann Brandstatter, James H. Davis and Gisela Stocker-Kralchgauser. March 1982, xii + 594pp., £21.80 (UK only) / \$45.00, 0.12.12820.3

This book presents a survey of contemporary research on group decision making, which is fairly representative as to topics of study, theoretical concepts, methods applied, and researchers involved in Europe and North America. Well known names of the field give an impressive account of current research on topics like Social Decision Processes, Choice Shifts, Social Influence in Group Decisions, Bargaining, Social Influence in Individual Judgment, and Groupthink. Since decision making is becoming more common in many organizations of all kinds, the empirical results are also of great practical interest. European Monographs in Social Psychology No 28

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D.F. Davies and R. Parasuraman. February 1982, xvi + 280pp., £18.80 (UK only) / \$32.80, 0.12.20010.2

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BOOKS

PSYCHOLOGY

Selective attention

Short-term Visual Information Forgetting by A. H. C. van der Heijden. Routledge and Kegan Paul, £13.50 ISBN 0 7100 0851 1

Questions of attention and selectivity are ones which have been extensively discussed and researched by cognitive psychologists. The theme of Dr van der Heijden's research monograph is selectivity in information processing, that is, the ability of human observers to attend to some aspects of the complex patterns encountered by the visual system during each eye's fixation, and to discard others, the term "forgetting" in the title referring to the loss of information which is discarded or rejected.

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As the book proceeds, the feeling emerges that a search for clarification is still being energetically pursued, but that there is no immediate prospect of a successful outcome. Similarly, the experiments which are described, especially those relating to colour-word interference, contain

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Alec Harley Reeves Chair in Information Systems Engineering

As a result of a generous financial support from Standard Telephones & Cables Limited, a new Chair to be known as the Alec Harley Reeves Chair in Information Systems Engineering is to be established in the Department of Electronic and Electrical Engineering.

The successful candidate will be an expert in the application of telecommunications, computing and electronics to the processes of data coding, processing, storage and/or transmission, reception, decoding and presentation including an ability to initiate and successfully pursue academic and/or industrially oriented research. Recent industrial experience, whilst not essential, would be advantageous.

The starting salary will be within the professional range (minimum £15,730 currently under review) and will reflect the successful applicant's qualifications and experience.

Further particulars can be obtained from the Academic Registrar (LRG), University of Surrey, Guildford GU2 5XH, telephone Guildford 71261, Ext. 776. Closing date for applications 28 May, 1982. Please quote the advertisement reference 6378ES.

UNIVERSITY OF SURREY

AUSTRALIA
NEWCASTLE COLLEGE OF EDUCATION

Applications are invited for the post of Lecturer in Mathematics. The successful candidate will be an expert in the application of telecommunications, computing and electronics to the processes of data coding, processing, storage and/or transmission, reception, decoding and presentation including an ability to initiate and successfully pursue academic and/or industrially oriented research. Recent industrial experience, whilst not essential, would be advantageous.

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BATH UNIVERSITY OF EDUCATION

SCHOOL OF MATHEMATICS

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BIRMINGHAM UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Applications are invited for the post of Lecturer in English Language and Literature. The successful candidate will be an expert in the application of telecommunications, computing and electronics to the processes of data coding, processing, storage and/or transmission, reception, decoding and presentation including an ability to initiate and successfully pursue academic and/or industrially oriented research. Recent industrial experience, whilst not essential, would be advantageous.

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Further particulars can be obtained from the Academic Registrar (LRG), University of Surrey, Guildford GU2 5XH, telephone Guildford 71261, Ext. 776. Closing date for applications 28 May, 1982. Please quote the advertisement reference 6378ES.

UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited for the post of Lecturer in Mathematics. The successful candidate will be an expert in the application of telecommunications, computing and electronics to the processes of data coding, processing, storage and/or transmission, reception, decoding and presentation including an ability to initiate and successfully pursue academic and/or industrially oriented research. Recent industrial experience, whilst not essential, would be advantageous.

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Universities continued

UNIVERSITY OF JOS NIGERIA

Applications are invited from suitably qualified candidates for the following positions in the University.

FACULTY OF ARTS
English Department
Lecturer I
Assistant Lecturer (In English Language)

Religious Department
Senior Lecturer
Assistant Lecturer

Department of Languages and Linguistics
Senior Lecturer
Lecturer I
Assistant Lecturer

WORKS AND MAINTENANCE
Works and Maintenance Department
Posts (a) Chief Engineer (Civil)
(b) Principal Engineer (Civil, Electrical and Automobile)
(c) Estate Manager (Estate Management)
(d) Landscape Officer (Horticulture)
(e) Senior Maintenance Officer (Building, Electrical and Automobile)
(f) Senior Works Superintendent (Water)

CENTRE FOR DEVELOPMENT STUDIES
Centre for Development Studies
Posts (a) Research Professor
(b) Senior Research Fellow
(c) Research Assistant

Area of Specializations
I Development Economics in the Third World
II Political Science/Public Administration

FACULTY OF EDUCATION
Educational Foundations Department
Posts (a) Professor/Reader (Educational Planning and Administration, or Educational Psychology, Sociology Education)
(b) Senior Lecturer (in Educational Psychology)
(c) Lecturer II (in Philosophy or Sociology or d) Lecturer II (Psychology of education)

FACULTY OF SOCIAL SCIENCES
Department of Management Studies
Reader (in Management)
Senior Lecturer (Accounting)
Lecturer I (Production Management)
Lecturer II (Marketing)

Sociology Department
Senior Lecturer
Lecturer I
Lecturer II

Area
I Sociological Theory with special interest in Marxist Theory, Sociology and Anthropology
II Research Methods in Social Sciences

Political Science Department
Reader
Senior Lecturer
Lecturer I
Assistant Lecturer

Area
I Political Theory
II Methodology
III Public Policy and Administration

FACULTY OF NATURAL SCIENCES
Mathematics Department
Senior Lecturer/Lecturer
Lecturer I
Assistant Lecturer

Area of Specializations
I Control Theory
II Functional Analysis
III Numerical Analysis

Physics Department
Senior Lecturer/Lecturer
Lecturer I
Assistant Lecturer

Area of Specializations
I Geophysics
II Atmospheric Physics
III Nuclear Physics
IV Electronics
V Instrumentation

Geology and Mining Department
Senior Lecturer/Lecturer
Lecturer I
Assistant Lecturer

Area of Specializations
I Engineering Geology
II Mining Geology
III Paleontology
IV Metallurgical
V Petrology
VI Mineral Exploration

Botany Department
Senior Lecturer/Lecturer
Lecturer I
Assistant Lecturer

Geography and Planning Department
Senior Lecturer/Lecturer
Lecturer I
Assistant Lecturer

Area of Specialization
I Geomorphology and Water Resources
II Economic Geography, Specializing in any of the following:
(a) Transport (b) Agriculture and (c) Industrial and Surveying and Advanced Cartography
III Applied Geophysics
IV Biogeography with special interest in Plant and/or Water Ecology
V Settlement Studies
VI Climatology
VII Physical Geography
VIII Human Geography
IX Regional Planning
X Urban Designing
XI Industrial Designing
XII Rural Designing
XIII Landscaping and Recreational Designing

FACULTY OF ENVIRONMENTAL SCIENCES
Building Department
Posts (a) Reader
(b) Senior Lecturer
(c) Lecturer I
(d) Lecturer II
(e) Assistant Lecturer

Architecture Department
Posts (a) Professor/Reader
(b) Senior Lecturer
(c) Lecturer I
(d) Lecturer II

Area of Specializations
I Planning and Designing
II Technical Drawing
III Descriptive Geometry
IV History of Architecture
V Introduction to Designing
VI Architecture
VII Component and Methods
VIII Photography and Modelling

Area of Specializations
VII Bioclimatic and Cybernetic Designing
VIII Automation in Designing
IX Urban Designing
X Interior Designing
XI Industrial Designing
XII Rural Designing
XIII Landscaping and Recreational Designing

UNIVERSITY OF SYDNEY

LECTURESHIP IN PHARMACY

Applications are invited from pharmacists with a suitable higher degree. The position involves teaching undergraduate and graduate courses related to the formulation and evaluation of dosage forms, especially as this relates to industry. Applicants should have main research interests in the areas related to pharmaceutical development and dosage form development and would be expected to develop and maintain close contacts with the pharmaceutical industry.

Salary range: \$20,963 to \$27,538 p.a.

The position is expected to be filled by probationary appointment of three years, capable of leading to tenure, but if all the University's requirements are deemed to be satisfied, tenure may be granted at the time of appointment. The University reserves the right not to proceed with any appointment for financial or other reasons.

Applications including curriculum vitae (list of publications and names of referees by 31 July 1982) to Registrar, University of Sydney, N.S.W. 2006, from Association of Commonwealth Universities (Apsu), 36 Gordon Square, London, WC1H 0PF.

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THE AUSTRALIAN NATIONAL UNIVERSITY

SCHOLARSHIPS FOR PH.D. DEGREE COURSES

Persons who hold, or expect to hold, a bachelor degree with at least upper second-class honours or equivalent from a recognized University, and who have a capacity for research, are invited to apply for Australian National University PhD Scholarships, tenable over a wide range of subjects in the Humanities and the Physical, Medical, Chemical, Biological, Earth and Social Sciences. Scholarships are available in any of the departments or units of the Institute of Advanced Studies which consists of Research Schools of Physical Sciences, Biological Sciences, Social Sciences, Pacific Studies, Chemistry, Earth Sciences and the Curtin School of Medical Research; of the Faculties of Arts, Asian Studies, Economics, Law and Science; or in one of the University Centres.

Scholarship Benefits: The basic stipend payable is \$44900 per annum (tax free) with additional allowances for dependants and housing assistance for married scholars. In addition, return economy standard air fares and a grant towards removal expenses are normally provided. (The latter will not be provided for Australian citizens overseas who are eligible for Commonwealth Research Awards).

Tenure: Scholarships are normally tenable for three years and may be taken up at any time of the year.

There is no set closing date, but applications from outside Australia are advised to apply at least six months before they expect to be available to take up a scholarship, if offered.

Full particulars and application forms are available from the Registrar, The Australian National University, P.O. Box 4, Canberra, ACT 2600, Australia, on 26 May 1982.

THE AUSTRALIAN NATIONAL UNIVERSITY

RESEARCH SCHOOL OF PACIFIC STUDIES

Aspects of Modern Chinese Relations with Southeast Asia Project

POSTDOCTORAL FELLOW

The Research School of Pacific Studies seeks to appoint a Postdoctoral Fellow to work within an interdisciplinary project on aspects of modern Chinese relations with Southeast Asia. The person appointed will be attached to an appropriate department within the School. The appointee could be an historian, economist, political scientist, geographer, anthropologist or economic historian. Preference may be given to someone willing to work on comparative topics concerning spatial relations of China's relations with colonial or post-colonial Southeast Asia. Applicants should outline the research project they would like to undertake. The project will be under the direction of Professor Wang Gungwu, Department of Far Eastern History, to whom further inquiries should be directed.

Appointment will be for two years. Salary will be in accordance with qualifications and experience within the range: Postdoctoral Fellow Grade I \$419068 - \$20699 p.a. Current exchange rate: \$A1 = US\$1.04 = UK69p.

Reasonable appointment expenses are paid. Superannuation benefits are available for applicants who are eligible to contribute. Assistance with finding accommodation is provided for an appointment from outside Canberra. The University reserves the right not to make an appointment or to make an appointment by invitation at any time.

Applications close with the Registrar, Australian National University, P.O. Box 4, Canberra, ACT 2600, Australia, on 26 May 1982.

EDINBURGH UNIVERSITY

LECTURESHIP IN ARABIC

Applications are invited for the post of Lecturer in Arabic in the Department of Middle Eastern Studies. The successful candidate will be expected to teach Arabic at the undergraduate level with special emphasis on the Arabic and Islamic Studies.

Applications (10 copies) should be sent to the Registrar, Edinburgh University, Old College, South Bridge, Edinburgh, Scotland. Further particulars may be obtained from the Registrar.

HONG KONG UNIVERSITY OF ARCHITECTURE

Applications are invited for the post of Lecturer in Architecture. The successful candidate will be an expert in the application of telecommunications, computing and electronics to the processes of data coding, processing, storage and/or transmission, reception, decoding and presentation including an ability to initiate and successfully pursue academic and/or industrially oriented research. Recent industrial experience, whilst not essential, would be advantageous.

The starting salary will be within the professional range (minimum £15,730 currently under review) and will reflect the successful applicant's qualifications and experience.

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LONDON KING'S COLLEGE

(University of London)

The new Analytical Instrumentation and Control in the Chemistry Department is now open for research assistants and research students. The research is directed by Dr. J. H. Goldstone and Dr. J. H. Goldstone. The research is directed by Dr. J. H. Goldstone and Dr. J. H. Goldstone. The research is directed by Dr. J. H. Goldstone and Dr. J. H. Goldstone.

Applications should be sent to the Registrar, King's College, Strand, London WC2R 2LS.

BOTSWANA UNIVERSITY COLLEGE

Applications are invited for the post of Lecturer in Mathematics in the Department of Mathematics. The successful candidate will be an expert in the application of telecommunications, computing and electronics to the processes of data coding, processing, storage and/or transmission, reception, decoding and presentation including an ability to initiate and successfully pursue academic and/or industrially oriented research. Recent industrial experience, whilst not essential, would be advantageous.

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UNIVERSITY OF THE SOUTH PACIFIC

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Universities continued

EDINBURGH UNIVERSITY OF DIRECTOR RESEARCH... Applications are invited for the post of Director of Research...

LIVERPOOL UNIVERSITY OF THE OPEN UNIVERSITY... Applications are invited for the post of Senior Research Fellow...

MILTON KEYNES THE OPEN UNIVERSITY SENIOR COUNSELLOR... Applications are invited for the post of Senior Counsellor...

FLJI UNIVERSITY OF THE SOUTH PACIFIC... Applications are invited for the post of Lecturer in Economics...

SURREY UNIVERSITY DEPARTMENT OF HOTEL... Applications are invited for the post of Lecturer in Economics...

NEW GUINEA THE PACIA NEW GUINEA UNIVERSITY OF TECHNOLOGY... Applications are invited for the post of Lecturer in Applied Physics...

LIVERPOOL UNIVERSITY OF APPOINTMENT OF ACADEMIC SECRETARY... Applications are invited for the post of Academic Secretary...

NEW ZEALAND UNIVERSITY OF WAIKATO... Applications are invited for the post of Lecturer in Economics...

SWAZILAND UNIVERSITY COLLEGE OF... Applications are invited for the post of Lecturer in Economics...

LONDON UNIVERSITY OF SCHOOL OF SLAVONIC AND EAST EUROPEAN STUDIES... Applications are invited for the post of Lecturer in Economics...

MALAYA UNIVERSITY OF POSTDOCTORAL FELLOWSHIP AWARDS... Applications are invited for the post of Postdoctoral Fellow...

SHEFFIELD THE UNIVERSITY OF IN POSTDOCTORAL FELLOWSHIP AWARDS... Applications are invited for the post of Postdoctoral Fellow...

Universities continued

LONDON UNIVERSITY COLLEGE CHAIR IN ECONOMICS... Applications are invited for the post of Chair in Economics...

BELFAST THE QUEEN'S UNIVERSITY LECTURESHIP IN ACCOUNTING... Applications are invited for the post of Lecturer in Accounting...

JAMAICA UNIVERSITY OF THE WEST... Applications are invited for the post of Lecturer in Economics...

ZAMBIA UNIVERSITY OF... Applications are invited for the post of Lecturer in Economics...

SWAZILAND UNIVERSITY COLLEGE OF... Applications are invited for the post of Lecturer in Economics...

POLYTECHNICS SCHOOL OF BUSINESS & SOCIAL SCIENCES... Applications are invited for the post of Lecturer in Economics...

THE HATFIELD POLYTECHNIC... Applications are invited for the post of Lecturer in Economics...

SUNDERLAND POLYTECHNIC... Applications are invited for the post of Lecturer in Economics...

Middlesex Polytechnic

Heads of Schools £11,796-£14,736 pa inc. Head of School of Music... Applications are invited for the post of Head of School of Music...

Head of School of Psychology... Applications are invited for the post of Head of School of Psychology...

THAMES POLYTECHNIC SCHOOL OF CHEMISTRY... Applications are invited for the post of Lecturer in Chemistry...

THE UNIVERSITY OF LANCASTER MUSIC DEPARTMENT PERFORMING FELLOWSHIPS... Applications are invited for the post of Performing Fellow...

Research & Studentships

university college of swansea Research Demonstrators... Applications are invited for the post of Research Demonstrator...

BIRMINGHAM UNIVERSITY DEPARTMENT OF PHYSICS... Applications are invited for the post of Research Fellow...

ABERDEEN UNIVERSITY OF HEALTH ECONOMICS RESEARCH UNIT... Applications are invited for the post of Research Fellow...

CAMBRIDGE UNIVERSITY DEPARTMENT OF EDUCATION... Applications are invited for the post of Postgraduate Student...

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Research & Studentships cont.



Head of Department (Grade V) Construction Management and Surveying

Senior Lecturer and Lecturer II in Computer Studies

Lecturer II in Economics and Statistics

Application forms and further details available from the Acting Secretary to the Institute, Chelmer-Essex Institute of Higher Education, Victoria Road, South, Chelmsford CM1 1LL, Telephone Chelmsford 354461 Ext. 221. Closing date 7 May 1982.

COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for two one-year temporary LECTURER GRADE II posts with effect from 1st September 1982 to replace staff granted Study Leave for the academic year 1982-83.

- 1. MUSIC. To contribute to the teaching of B.Ed Honours and B.A. (Music) Honours Degrees. Good experience of teaching in schools is essential. The ability to specialise in the Baroque period and to teach harmony and counterpoint would be an advantage.
2. HOME ECONOMICS. To contribute to the teaching of B.Ed Honours and B.Sc (Home Economics) Honours Degrees. Good academic qualifications and experience of teaching in schools essential.

Salary according to the Burnham Scales for Teachers in Further Education, at present in the range £8,482 to £10,431. Further details may be obtained from The Principal at Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon, BA2 9BN, to whom applications (no forms) should be submitted with the names of three referees, by 30th April 1982.

COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for appointment with effect from 1st September 1982 as LECTURER GRADE II in EDUCATION, with special reference to the education of young children. Successful experience of teaching in Primary School and appropriate graduate qualifications to teach Psychology and/or Philosophy in B.Ed. Honours Degrees essential. Salary according to Burnham Scales for Teachers in Further Education at present in the range £8,482 to £10,431. Further details may be obtained from The Principal at Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN, to whom applications (no forms) should be submitted with the names of three referees, by 30th April, 1982.

HARROW COLLEGE OF HIGHER EDUCATION

Applications are invited for appointment with effect from 1st September 1982 as LECTURER GRADE II in EDUCATION, with special reference to the education of young children. Successful experience of teaching in Primary School and appropriate graduate qualifications to teach Psychology and/or Philosophy in B.Ed. Honours Degrees essential. Salary according to Burnham Scales for Teachers in Further Education at present in the range £8,482 to £10,431. Further details may be obtained from The Principal at Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN, to whom applications (no forms) should be submitted with the names of three referees, by 30th April, 1982.

LANCASHIRE COLLEGE OF HIGHER EDUCATION

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BEDFORDSHIRE COLLEGE OF HIGHER EDUCATION

Applications are invited for appointment with effect from 1st September 1982 as LECTURER GRADE II in EDUCATION, with special reference to the education of young children. Successful experience of teaching in Primary School and appropriate graduate qualifications to teach Psychology and/or Philosophy in B.Ed. Honours Degrees essential. Salary according to Burnham Scales for Teachers in Further Education at present in the range £8,482 to £10,431. Further details may be obtained from The Principal at Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN, to whom applications (no forms) should be submitted with the names of three referees, by 30th April, 1982.

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION

Applications are invited for the following appointments: Part-time Lectureship in English (Honours) degree (English Religious Studies, Education); Two full-time and/or part-time lecturers in Teaching Studies or Education Studies with specialisation in Mathematics (Primary or Secondary); Two full-time and/or part-time lecturers in Mathematics (Primary or Secondary) and one in Mathematics with Physical Sciences.

LIVERPOOL INSTITUTE OF HIGHER EDUCATION

Applications are invited for the following permanent appointments: Lecturer in Biology; Lecturer in Computer Studies; Lecturer in Mathematics; Lecturer in Psychology; Lecturer in Technical Education; Lecturer in Environmental Studies; Lecturer in Sociology.

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY

Recruited from September to teach to degree and A Level. Applicants should have a BA Honours degree and previous teaching experience in schools. Further details available from the Director of Higher Education, Cambridgeshire College of Arts and Technology, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000.

SOUTH GLAMORGAN COUNTY COUNCIL

Applications are invited for the post of Lecturer in Law. The person appointed will be required to teach to degree and diploma level in the subject areas of contract law, tort law, property law, criminal law, and public law. Salary scale (£8,482 - £11,160) dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

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LANCASHIRE COLLEGE OF HIGHER EDUCATION

Applications are invited for the post of Lecturer in Law. The person appointed will be required to teach to degree and diploma level in the subject areas of contract law, tort law, property law, criminal law, and public law. Salary scale (£8,482 - £11,160) dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

BEDFORDSHIRE COLLEGE OF HIGHER EDUCATION

Applications are invited for the post of Lecturer in Law. The person appointed will be required to teach to degree and diploma level in the subject areas of contract law, tort law, property law, criminal law, and public law. Salary scale (£8,482 - £11,160) dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

Colleges and Institutes of Technology

DUNDEE COLLEGE OF TECHNOLOGY

Resulting from an expansion in the work of the Department of Mathematics & Computer Studies, applications are invited for the following new posts: 1. Lectureship in Data Processing. Applicants should be Honours graduates with practical experience of data processing in industry, commerce or government. Teaching experience will be an advantage. The person appointed will be required to teach at degree and diploma level and will have an active interest in one or more of the following areas: business applications of microcomputers, systems design, data base organisation.

2. Lectureship in Computing. Applicants should have appropriate qualifications in computing. Teaching and/or industrial experience will be an advantage. The person appointed will be required to teach at degree and diploma level and will have an active interest in one or more of the following areas: computer architecture, data base structures, software engineering. Salary scale (currently under review) £8,894-£11,160 (Bar) £11,985 with initial placing dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

DUNDEE COLLEGE OF TECHNOLOGY

Applications are invited for the following permanent appointments: Lecturer in Biology; Lecturer in Computer Studies; Lecturer in Mathematics; Lecturer in Psychology; Lecturer in Technical Education; Lecturer in Environmental Studies; Lecturer in Sociology.

DUNDEE COLLEGE OF TECHNOLOGY

Applications are invited for graduates in law and/or professionally qualified lawyers. The person appointed will be required to teach across a wide range of degree and diploma courses. Salary scale (currently under review) £8,894-£11,160 (Bar) £11,985 with initial placing dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG with whom applications should be lodged not later than 7 May, 1982.

Colleges of Further Education

LECTURER 'A' IN COMMUNICATION STUDIES

Applications are invited for this new post involving the teaching and development of communication studies on College courses, including ONAA work. Application forms and further particulars are available from: Secretary and Treasurer (Staffing) at the undernoted address or telephone 041 334 8141, Ext. 27.

THE QUEEN'S COLLEGE GLASGOW. 1 Park Drive, Glasgow, G3 3LP. and should be returned by Friday, 14th May 1982. A Scottish Central Institution.

Colleges of Further Education continued

GRAMPIAN REGIONAL COUNCIL ABERDEEN COLLEGE OF COMMERCE

PRINCIPAL. Applicants should hold a Degree, Diploma or other professional qualification, including a teaching qualification, and be at present occupying a promoted post at Senior level in Further Education. Salary is Principal Group 8 - approx. £21,100 per annum. Further information and application forms from Director of Education, Woodhill House, Aberdeen AB9 2LU, with whom applications (2 copies) should be lodged by Wednesday, May 12.

ROYAL ACADEMY OF MUSIC LECTURER IN VIOLIN

The appointment will be from 1st September, 1982, and will be for not less than eight hours contact work per week. Salary will be within the range Lecturer II/Senior Lecturer, for which the full-time salary currently lies between £8,482 and £12,141 per annum plus London Allowance. Further particulars may be obtained from the Administrator, Royal Academy of Music, Marylebone Road, London NW1 5HT, to whom applications should be addressed so as to be received not later than 21st May, 1982.

PERSONAL IMMEDIATE ADVANCES £100 to £20,000. Writing terms on request. Regional Trust Ltd., London W1A 4RT. Phone 01-491 8554 or 488 3418. 1000

Polytechnics continued

PLYMOUTH POLYTECHNIC

Faculty of Technology Department of Electrical and Electronic Engineering HEAD OF DEPARTMENT with possible election to a Professorship. Applicants with high academic qualifications and appropriate industrial and research experience are invited for this appointment. The ability to give academic and research leadership to this department is essential. Salary: Head of Department Grade V £13,914-£15,462 (under review). Application forms to be returned by Friday 14th May, 1982, can be obtained with further particulars from The Personnel Officer, Drake Circus, Plymouth, Devon. PL4 8AA.

Colleges and Departments of Art

Glasgow School of Art HEAD OF FIRST YEAR STUDIES

The Glasgow School of Art, which is a Scottish Central Institution, is seeking a new Head of First Year Studies. The person appointed will be required to teach to degree and diploma level in the subject areas of contract law, tort law, property law, criminal law, and public law. Salary scale (£8,482 - £11,160) dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

Adult Education

NATIONAL FEDERATION OF WOMEN'S INSTITUTES DEPUTY PRINCIPAL

Applications invited from graduates, preferably with adult education and residential experience, for Deputy Principal (residential) for VI short-stay college. Preferred age 30-45. Further details and application forms from: The Principal, Denman College, Marcham, Abingdon, Oxon (Tel: 0865 391216). Completed application forms to be sent in by 11 May, 1982. Please mark envelopes 'CONFIDENTIAL - DP'.

Administration

NATIONAL ADVISORY BODY for Local Authority Higher Education Assistant Secretary (Academic)

Applications are invited for this senior post which may be held on secondment, or on appointment to the National Body (on a scale with a maximum of £21,855 inclusive of London weighting). The post will be based in London. The Assistant Secretary will be concerned principally with patterns of course provision, and with servicing some of the subject Working Groups of the Board; he or she will also play a major part in assisting the Secretary with overall planning. Candidates should have considerable senior experience of advanced further education in one or more major local authority colleges and/or with a validating body. Potential candidates may arrange an informal discussion with the Secretary of the NAB (Mr John Bevan) before committing themselves to an application. Telephone 01-633 6261. Applications by letter to the Secretary (at Room 272, The County Hall, London SE1 7PB) before 21 May.

GENERAL ADVISER - MATHEMATICS

Salary - Southbury H.T. Group 9 £14,004-£15,128 pa inclusive. Applications are invited from graduates with substantial and varied teaching experience to fill a key post in the Authority's Advisory Panel. The successful candidate will be responsible for advisory work in mathematics teaching in primary and secondary schools and be required to act as general adviser within a team which covers the whole of the Education Service. Knowledge of current developments in educational thought, teaching methods and techniques, coupled with the drive and enthusiasm to inspire and motivate others are essential. Fringe benefits may include 75% removal expenses, legal fees (max £200) for car purchase and temporary lodging allowance. Car allowance payable. Application forms and further particulars from the Personnel Officer, Civic Centre, High Street, Uxbridge, Middlesex UB8 3UW. Tel: Uxbridge 80689 quoting Ref: E/289/82. Closing date 7.5.82. Applications from disabled persons welcome.

OXFORDSHIRE COUNTY COUNCIL RYCOTTEWOOD

Applications are invited for the post of Lecturer in Law. The person appointed will be required to teach to degree and diploma level in the subject areas of contract law, tort law, property law, criminal law, and public law. Salary scale (£8,482 - £11,160) dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

MANCHESTER COLLEGE OF MUSIC

Applications are invited for the post of Lecturer in Law. The person appointed will be required to teach to degree and diploma level in the subject areas of contract law, tort law, property law, criminal law, and public law. Salary scale (£8,482 - £11,160) dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 7 May, 1982.

Overseas

NATIONAL UNIVERSITY OF SINGAPORE TEACHING APPOINTMENTS IN CHEMISTRY

Applications are invited for appointments ranging from Lectureship to Associate Professorship in the Department of Chemistry. Candidates should have a Ph.D. degree in Chemistry, preferably with a basic degree in Applied/Industrial Chemistry. Gross annual emoluments range as follows: Senior Lecturer: \$62,050-49,850; Associate Professor: \$86,480-86,600 (STG £1 - \$83.85 approx.). The commencing salary is dependent upon the candidate's qualifications, experience, and the level of appointment offered. Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 22% of his salary subject to a maximum of \$8,660 p.a., and the University contributes 20% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include a settling-in allowance of \$5,100-\$8,200, subsidised housing at rentals ranging from \$8120 to \$8,306 p.m., education allowance in respect of children's education subject to a maximum of \$5,12,000 p.a., passage assistance and baggage allowance for transportation of personal effects to Singapore. Staff may undertake consultation work, subject to the approval of the University, and retain up to 60% of their annual gross salary in any one year. Application forms and further information may be obtained either from: Mr Roland E Sharma or The Director of Personnel, National University of Singapore, Kent Ridge, Singapore 0511. Tel: 01-235 4562. Applications are invited for teaching appointments in the Faculty of Law. The Faculty is especially interested in candidates with postgraduate qualifications in law and relevant areas.

NATIONAL UNIVERSITY OF SINGAPORE TEACHING APPOINTMENTS

DEPARTMENT OF POLITICAL SCIENCE. Applications are invited for teaching appointments in the Department of Political Science from candidates who should possess a Ph.D. degree or equivalent. Preference will be given to candidates who are able to teach and have research interests in the areas of Public Administration; Comparative Politics-American Government & Politics; Vietnamese Government & Politics; Political Thought. Gross annual emoluments range as follows: Senior Lecturer: \$62,050-49,850; Associate Professor: \$86,480-86,600 (STG £1 - \$83.85 approx.). The commencing salary is dependent upon the candidate's qualifications, experience, and the level of appointment offered. Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 22% of his salary subject to a maximum of \$8,660 p.a., and the University contributes 20% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include a settling-in allowance of \$5,100-\$8,200, subsidised housing at rentals ranging from \$8,120 to \$8,306 p.m., education allowance in respect of children's education subject to a maximum of \$5,12,000 p.a., passage assistance and baggage allowance for transportation of personal effects to Singapore. Staff may undertake consultation work, subject to the approval of the University, and retain up to 60% of their annual gross salary in any one year. Application forms and further information may be obtained either from: Mr R E Sharma or The Director of Personnel, National University of Singapore, Kent Ridge, Singapore 0511. Tel: 01-235 4562.

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Don's diary

Sunday

Can't see very much of the outskirts of Moscow on the 16-mile coach drive from Sheremetyevo airport, in spite of the guide's repeated invocations to "see how far the Germans advanced in World War II", or was it Napoleon's army? Night has already fallen, the windows are rapidly frosting up, and I'm wondering how we are going to recognize Monsieur Q. from Paris, a gentleman of "medium build", distinguished only by a folded copy of *Le Monde*, who is to meet us in the bar of the Intourist Hotel.

Discover to my horror that the Intourist Hotel boasts several bars, all peopled by gentlemen of medium build, several carrying copies of *Le Monde*. Abandon myself to the staple commodity vodka while my wife Paulette, goes in search of the correct Monsieur Q. She returns triumphantly with four gentlemen of medium build in tow, one of whom is indeed carrying a copy of *Le Monde*, and who turns out to be Monsieur Q. We agree to meet in the hotel lobby the next morning in order to set off together for the annual Conference on Collective Phenomena, to be held in the apartment of one of the more prominent *refuseniks*, Victor Brailovsky.

Monday

Am very comforted to be in the company of the French contingent, who seem not at all put out by the "unofficial" nature of the conference, and arrive at Brailovsky's flat without incident. Flat suitable for smallish family, but somewhat inadequate for 50 participants, crammed into living-room. Entrance door left ajar, with notice emphasizing openness of proceedings, and extending welcome to all; the more scientifically-inclined KGB have been known to take advantage of this invitation on occasion.

Socializing before proceedings commence - some Russian participants have arrived on skis - many of the more fortunate ones with jobs recount threats warning them not to attend - glow with the warmth of rare scientific stimulation. Everyone pleased by arrival of Sakharov who acknowledges greetings and settles down comfortably on the nearest pile of *Physical Reviews* to enjoy lectures. Deliver my own talk from memory, having been warned that notes might be confiscated at Customs; well received. Alpert says I lecture "just like his old professor". Wonder if that is a compliment. Temperature reputedly coldest in ten years.

Tuesday

Paulette decides to attend second day of conference herself; gets lost en route. Her own fault for not allowing me to give her directions last night in the hotel room, which she says is buggy. Insists on writing everything on little bits of paper, or else speaking in the lavatory with the top running, which she claims she saw done in a James Bond film. Foreign and Russian participants present some interesting talks: Joel Lebowitz, president of the New York Academy of Sciences, will arrange to have proceedings published in the *Annals*. A running transmission into Russian is given on the spot by an excellent young physicist, Yuri Fishman. Am assured by bilingual participants that Ur's translation is frequently of a much higher calibre than the original talk.

Wednesday

Third and final day of conference. Paulette succeeds in finding the way, although that she has run out of excuses to give our tour guide explaining my non-appearance at lunch. But has signed me up in person for all the excursions: Victor Brailovsky's son Leonid has been that with her in kitchen.

This terminates abruptly when Leonid casually points out listening device KGB have installed outside. Excerpts from *Trid*, read out to general merriment: "In response to a reader's query, it is completely false that an unofficial conference is taking place in Moscow: Western reports to that effect are a malicious provocation."

Non-existent conference ends with party, meagre fare more than compensated for by camaraderie, back-slapping and tearful promises to meet again. Agree to meet exiled dissident Yuri Orlov's wife next day. Set out in evening with mathematician Alex Ioffe to meet friends. Trudging through deep snow notice that he is only wearing plimsolls. Distribute my pullover, thermal underwear, socks to protesting but grateful *refusenik* recipients. Officially "coldest winter since the Revolution".

Thursday

Orlov's flat comfortable as befits that of a Corresponding Member of the Academy of Sciences. Mrs O very hospitable, very brave: Muslim married to Christian surrounded by Jewish friends. Perhaps by its harshness the Soviet system has succeeded in overcoming what would be barriers in other circumstances. Everyone speaks openly: "the already know what we think". Am given gift for Orlov's English lawyer.

Some what disturbed by large black limousine outside, with engine running, but am assured it is perfectly normal. Say "good evening" to ever-present *babushka* on duty on my hotel floor; she barely looks up from entering notes in her little book. Paulette asks me, on one of her little pieces of paper, what sort of day I've had; but have a cold and am too tired to write back.

Friday

Last chance to get in some sight-seeing and shopping. Can't find Russian fur hats anywhere. But have been told about good sheet-music store. Unfortunately, lose my way several times in the metro and am dark-suited man, reading a novel and apparently also going in my direction, doesn't seem to speak any English. Paulette claims to have seen him before, but don't remember him from the conference.

Paulette spends day attempting to rid herself of accumulated piles of small pieces of paper, but due to obsessive cleanliness of Moscow streets is reduced to distributing them among the waste bins of the GUM department store.

Saturday

Customs official commendably thorough at airport, seems much impressed by my newly-acquired sheet music which he reads) and fur hat (which he lifts open). Keeps us to, just when I signal a three-well-dressed gentlemen appear and after re-examining my "luggage", which seems to excite a completely unwarranted fascination, invite me to accompany them to more intimate surroundings. Convinced I have seen the dark-suited WDG at least once before; but pleasanties are somewhat inhibited by absence of a mutual language. Am eventually returned intact to the waiting arms of my wife who anxiously scans me for superficial damage. Tour guide hands us out tiny boarding passes "which must be surrendered in one piece" to the waiting soldier and grimly holding the rapidly disintegrating "passport to freedom" as if our lives depended on it, we boarded the plane.

Winter temperature coldest since records kept.

Allan Solomon
The author is senior lecturer in mathematics at the Open University. The authorities have since suppressed his conferences, Brailovsky and Sakharov are now in exile.

This is my last column for *The THES*. To my amazement, I see that the first was nearly two years ago. I realize that I am abandoning the nation at a particularly critical hour but there is no help for it. Precious sabbatical time must be conserved - all the more so since that too many are doomed in the new age of austerity.

Apart from my dispute with the seemingly incorrigible Noam Chomsky over Pol Pot's Cambodia, I suppose that the column that attracted most interest was one about political jokes, in which I speculated about their nature and provenance, their characteristic forms and modes of circulation. One expression of such interest came from a publisher, and so I hereby appeal to *THES* readers to send me any examples of this distinctive form of oral literature they think worth committing to paper. One feature of the academic calling insufficiently remarked upon is its tendency to make the enjoyable seem serious. The trick in this case will be to be enjoyably serious about the enjoyable.

As for the rest, I see that I have, without particularly intending to, concentrated on what is fashionable to call "human rights issues" around the world, some concerning academics, some not. (Actually, political jokes are not unconnected with such rights violations; often they are concentrated and subtle commentaries on their systems and individuals responsible for them.) From my researches into these grim matters, I draw three main conclusions.

First, at the level of information and analysis we appear to be extremely well served not only by first-rate organizations and groups to which I have found it natural to turn for documentation and the careful assessment of evidence. I say "appear" to be well served, since the reality of oppression and discrimination around the world is indescribably vast, and we have access only to information that has been picked up and transmitted, often through highly partisan channels. Even so, there is, as any visitor to Amnesty International's offices can attest, an obvious problem in this field of information overload.

But the very plurality of bodies is a check on truth. They have different interests and angles, but certain truths, large and small, scale, emerge except Noam Chomsky can doubt the scale and the systematic character of the Cambodia horrors under Pol Pot. And the sufferings of particular individuals, identified in a

Freedom is more than another word



Steven Lukes

Among human rights bodies, Amnesty International's work is unrivalled and deserves every support, which should in no way be diminished by recent goings-on at its British section. But I would also single out the superb Index on Censorship which, as well as publishing a first-class journal, produces excellent regular briefing papers on individual dissident cases. Index on Censorship also publishes the London edition of *Zapis*, the chief unofficial literary periodical produced in Poland by the publishing house NOWA. Over the five year of Poland's leading writers and academics. Many copies find their way back to Poland. British academics who care about Poland should send fat cheques to Index on Censorship (21 Russell Street, London WC2) to help preserve this crucial life-line.

Secondly, what Oxford philosophers and others have been doing in league. Support of this kind can be of inestimable value to beleaguered intellectuals. I wish that I have received more than the one response got to my piece about Professor Westerkamp (who though perhaps help from the British is not perhaps what he needs most at the present moment). For many imaginative practical forms: not just support *Zapis*, but the provision of material help to academics (and others) as more importantly, their dependence on establishing institutional and personal contacts. The Council for Academic Freedom and Democracy is mounting such a campaign, and anyone interested could write to me at Balliol College, Oxford.

I am, I must say, grateful to *THES* for lending me this soap box. I have enjoyed shouting from it over a month. What really amazes me is that anyone has stopped to listen.

Copyright fees too high

Sir, - I was most interested to read Richard Tucker's letter (*THES*, February 19) on the problems of copyright. We were very grateful to Richard Tucker and the SCET for the efforts which they made to arrange a pilot licensing scheme in Scotland and very disappointed when this serious effort to introduce a scheme establishing a fair balance between the needs of users and the needs of copyright owners was not successful.

We do not believe that the real reason for this failure was, however, the level of fees asked. At 2p per page for a book copied in a school, the charge would only be equivalent to the cost of buying that page as part of a book - hardly expensive!

But, for the future, the Government has made it quite clear that multiple copying for instructional purposes at no charge should not be and will not be legalized, and supports the sort of licensing scheme we have been working on. Even though the level of support is less than we would wish, we suggest this solution is the only one likely to achieve a fair result and we anticipate that schools will in the end find a licence a fair and reasonable solution.

We are making some progress too with the universities. The vice chancellors have now been given our help, through an indemnity, to survey the photocopies of copyright materials used in the financial arrangements, to have about 500 new awardholders each year.

Following the second annual competition in 1981, the committee decided, in the light of the first year's

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

It is widely known that engineering professors, at their conference in April 1981, voted for setting up a separate Engineering Research and Development Council (ERDC). This decision was not taken on the spur of the moment. It was the culmination of discussions extending over more than four years, and was taken in full knowledge of the change of name of the Science Research Council to the Science and Engineering Research Council.

A draft proposal for an ERDC was drawn up and circulated for comment to the engineering institutions and to other senior bodies such as the Fellowship of Engineering. The initial reaction was not enthusiastic, and it is true to say that quite a number of engineering professors have had second thoughts, nevertheless the 1982 conference committed itself to continue seeking radical changes in the organization and funding of engineering 'R and D'.

Why is a separate research council for engineering necessary? Certainly such a development would be against the traditions of UK cultural life which regards engineering as merely the fact that engineering criteria are made strong enough for the higher speeds, and the existence of knowledge about the aerodynamics of supersonic flight, that created the opportunity. He saw that the new engine could have the right sort of power at an acceptable weight and energetic efficiency to meet the new challenge.

The Japanese do not have this hang-up on science-led engineering. The near-miracle of their engineering achievement appears, despite the fact that engineering criteria are not necessarily typical, but it is good design, quality control, meticulous attention to detail, and a host of other innovations in addition to the basic physics to make it work.

LETTERS TO THE EDITOR

NUS must put its new image to the test

Sir, - In *The THES* (April 9 and 16) you wrote of a new era of moderation and democracy in the National Union of Students. As a delegate at the recent conference, I would like to make three observations.

First, the change in leadership from the Left Alliance to the Labour Students was not a move towards moderation. The National Organization of Labour Students is split, not between the left and the moderates but between the Clause Four left and the Militant Tendency. The Labour candidates for the NUS executive stood on a platform of increasing student activity and militancy, and the new president's manifesto talked of "mass mobilizations" and boasted of his anti-out "demos" in Scotland's history.

ORS awards

Sir, - Your correspondent, John Barclay, (*THES*, April 9) seems to have misunderstood your report on the 1981 Annual Report of the ORS Awards Scheme (*THES*, March 19). The ORS awards are available, at UK universities and four other UK institutions, for overseas research students of outstanding merit and research potential, who are liable to pay "full-cost" fees. The selection is done by the CVCP's ORS Committee in June/July each year, and a high academic standard is required of each successful applicant. It has always been the plan, and this is taken into account in the financial arrangements, to have about 500 new awardholders each year.

Following the second annual competition in 1981, the committee decided, in the light of the first year's

Spanish windmills

Sir, - The confusion in your leader (*THES*, April 2) has been compounded by the letter from Mr Gilkes (April 16). Your leader wrongly suggested that Spanish students should pay the home fee, while students from Gibraltar should be classified as overseas - it is the other way round.

Mr Gilkes shares your Iberian confusion since Portugal is also not yet a member of the EEC and its students

Secondly, the much-heralded compulsory cross-campus ballots for conference delegates will not be universal. The regulation will only apply to universities and polytechnics, most of which already elect delegates by ballot. It will not affect delegates from other colleges, where the secret ballot is less common, and who constitute half of conference, nor will it stop those delegates who are elected being mandated by general meetings attended by only a handful of students.

Thirdly, you made no mention of a new election regulation passed at conference, requiring candidates to sign a statement that they agreed with the aims and objects of the union. This regulation was used to ban four candidates, including myself, who did agree with those aims,

Brand loyalty

Sir, Your leader "Back to Philanthropy" (*THES*, April 9) gave an encouraging airing to the potential for the application of marketing to university and polytechnic fund raising. I fear, however, that your advice, taken without further qualification, may lead to futility and frustration.

It is essential for institutions to differentiate themselves by marketing and selling. Marketing involves the establishment and management of exchange relationships to the satisfaction of both parties. Selling, advertising and similar strategies are only part of this process, and will not be successful unless they promote a benefit relevant to the needs of the graduate, appropriate in form, time and place, and at a price they are willing to pay.

Past consideration is a notoriously weak *quid pro quo* for current contributions. New entrants to the market may never achieve the generation to generation "brand loyalty" sometimes enjoyed by the Oxford and Cambridge colleges, but those who succeed in some measure will do so not by the presentation of gimmicks, but by providing accurately researched offerings which together construct or give access to a meaningful *alma mater*.

Yours faithfully,
PHILIP M. GARSIDE,
Preston Polytechnic.

A new synthesis for engineering

Geoffrey Haselden on the debate over the Engineering Research and Development Council

North Sea gas, computers and big suspension bridges came from creative ideas not from particular scientific findings. The seed idea was of a device or a process, largely meaningless in isolation, but of enormous consequence in a certain application or range of applications. The achievement was a new synthesis or a new synthesis.

Why then has engineering in the UK never gained recognition as a separate discipline in its own right, as it has done, for instance, in Germany or France? The answer appears to lie largely with our education system.

First university level engineering in Britain is much younger than in other developed countries. It is only since the war that Britain has produced engineering graduates in significant numbers. This many of those who direct engineering in industry are either converts from other disciplines or "came up the hard way".

but object to the present system of compulsory membership. This was a move to stifle all criticism, and we now have a situation whereby individual students are not allowed to leave, and if they wish to leave they are not allowed to participate.

I was a delegate at the last conference representing 500 students who wish to leave, and who now have no right to participate. Such a union is neither moderate nor democratic, and the only solution is now for NUS to put its new image to the test, and introduce a system of voluntary membership.

Yours faithfully,
D. J. SAUNDERS,
University College, Durham.

experience and of the quality of the field of applicants, to make 622 offers; this figure was eventually increased to 688, in the use of a reserve, as refusals came in. As indicated in the report, 550 acceptance letters were received. Of these, 478 had taken up or were expected to take up their awards when the report was written in February, so the committee has come within striking distance of its target.

Many of the 1981 awards were made to eligible applicants who have enrolled in their second year in session 1981-82. Students entering their third year last October were not eligible, as they were not liable to pay "full-cost" fees.

Yours faithfully,
R. M. URQUHART,
Secretary, ORS Committee,
Committee of Vice-Chancellors and Principals.

are therefore overseas for fees purposes. There is quite enough confusion about as universities are forced to wrestle with the problems *inter alia* of Danes living in Göteborg, or Greek Cypriots with Greek nationality without tilts being made at Spanish (or Portuguese) windmills.

Yours faithfully,
TERENCE BISHOP, Registrar,
School of Oriental and African Studies,
University of London.

Fees policy cuts industry link

Sir, - I am writing to voice my alarm at yet another aspect of Government policy as manifest through the University Grants Committee. From the 1983-84 session the UGC will assume, for recurrent grant purposes, that the annual fee charged to part-time postgraduate research students will be a quarter of the appropriate full-time fee. This means that (based on 1981-82 fees) part-time post-graduates will have to pay £330 per annum instead of £1300 currently. The large increase of 74 per cent cannot be justified by even the most con-

cerned system of accounting for costs and overheads nor does the figure of £330 represent value to the part-time postgraduate of any supervision or administration by the university.

Universities are being continually and rightly urged to establish links with industry and over the years this department has had the benefit of a succession of part-time postgraduates who have carried out research under supervision by university staff while remaining as salaried employees in their companies. These part-time research arrangements have been valuable to student, university and employer alike. Now, at a stroke, the UGC has cut that link. Can anything be done to bring home to the DES the damage that such policies cause?

Yours faithfully,
PHILIP WILLEY,
University of Nottingham.

FE framework
Sir, - I refer to my letter published in *The THES*, April 9. It contains the following sentence: "It concedes no comparative analysis of the efficiency of Further Education." That sentence did not appear in the letter I sent to you and does distort the point I was seeking to make.

The report attempts to establish a framework to measure the efficiency of further education. It makes no effort to compare further education's efficiency with the schools sector, although both sectors make a substantial contribution to the education and development of the 19-19s.

Yours faithfully,
JOHN SKITT,
Vice-Principal, Barnet College.

are also developing wonderful aids for the handicapped, and civil engineering departments are concerning themselves increasingly with the needs of the Third World. These developments in themselves are splendid, but they need to supplement R and D for wealth-creating industry and not be a substitute for it. We cannot rely on the Japanese to give us all the routine products of engineering to use in our home while we follow virtuous pursuits.

It could be argued that engineering research in universities should be funded by the Department of Industry since so much of it should benefit industry. In the long term this is a desirable goal but in the short term it would be much more difficult than separating and building on the Engineering Board of SERC. Although the Requirement Boards have briefs covering liaison with universities, and have academic members, only about 1 per cent of their funds go to university research. About half the Requirement Boards' monies are rightly spent in industry, but the other half is mostly spent in government establishments, which rival university units.

For these and other reasons many engineering professors are fed up with a system which forces them to use mainly overseas graduates to pursue projects which frequently are not central to their discipline while being scolded by their better-resourced science colleagues for not submitting elegant enough research project applications. And, being optimists, they have taken up the vital, though thankless, task of finding a new use for the organization and funding of engineering R and D.

The author is Brotherton professor of chemical engineering at the University of Leeds.